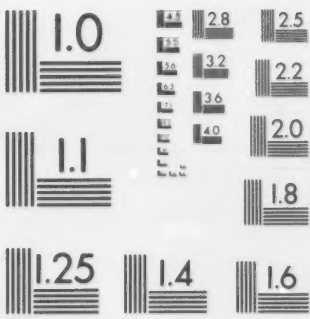

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ABSTRACT

The University of Tennessee-Knoxville program for advancement of minorities and women in the field of educational research is described in terms of accomplishment of the five objectives of the program. These objectives are as follows: (1) to develop and demonstrate an effective training program combining postdoctoral (Law Enforcement Administration or agency) personnel, predoctoral (full-time) students and postdoctoral (junior faculty) participants, with women and minority group members being targeted for 50 to 75 percent of the openings; (2) to demonstrate the utility of a program model incorporating postdoctoral and predoctoral participants in advanced training and research in education; (3) to assist women and minorities in gaining entrance to the most qualified job-applicant pool in educational research and development; (4) to develop institutional policies and procedures for improving opportunities for advanced training for women and minorities in educational research and development; and (5) to provide opportunities for student-to-student associations forming lasting affiliations for participants (camaraderie and support). A teamwork model for involving project participants in advanced training and research in education involved doctoral students, practitioners in education, assistant professors interested in research, and associate professors or professors who were accomplished researchers. Examples of project activities include formal coursework for credit, mini-courses in research design and grant application, conferences and workshops, internships, and exposure to network building. The program evaluation is summarized. Among the various attachments are a skills and interests inventory, a list of papers, presentations, and research projects, and perceptions of participants. (SW)

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EXPERIMENTAL PROGRAM FOR OPPORTUNITIES IN ADVANCED STUDY AND RESEARCH IN EDUCATION

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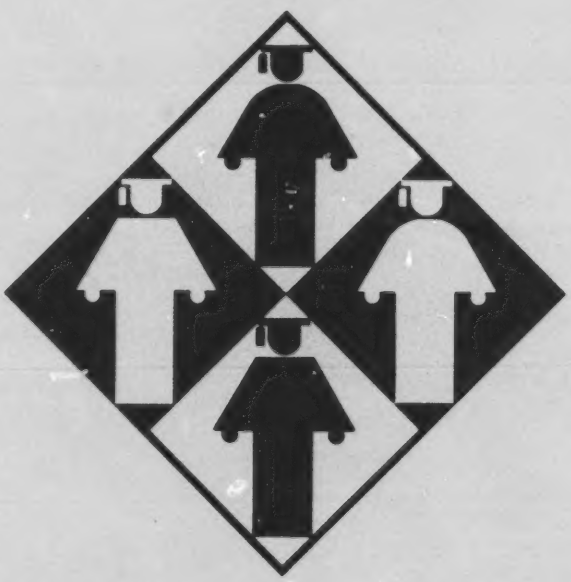

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EXPERIMENTAL PROGRAM FOR OPPORTUNITIES IN ADVANCED STUDY AND RESEARCH IN EDUCATION

FINAL REPORT

National Institute of Education
Grant Number--NIE-G-79-0068

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EXPERIMENTAL PROGRAM FOR OPPORTUNITIES

IN ADVANCED STUDY AND RESEARCH IN EDUCATION

ABSTRACT

At The University of Tennessee, Knoxville, the program for advancement of minorities and women in the field of educational research (NIE-ARIE) funded by the National Institute of Education was guided during the 1979-80 Project year by five program objectives. This final report is focused on accomplishment of these objectives and includes constraints encountered during the year. Student Associates receiving NIE-ARIE funds managed the Project with guidance from the Project Director. Project management included organization, planning, budget monitoring, technical report writing, and evaluation. The unique program evaluation is summarized in the concluding section of the report. Project personnel included Student Associates (full-time doctoral students), Field Associates (post-doctoral practitioners in education), Faculty Associates (Assistant Professors interested in research), and Faculty Mentors (Associate Professors or Professors who were accomplished researchers). Teamwork combining personnel from the four groups provided an effective model for involving Project participants in advanced training and research in education. Examples of Project activities included formal coursework for credit, mini-courses in research design and grant application, attendance at conferences and workshops, hands-on experience from the inception to dissemination stages of a variety of research projects, internships, conference presentations, sponsorships of colloquia within the University, and exposure to network building.

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EXPERIMENTAL PROGRAM FOR OPPORTUNITIES

IN ADVANCED STUDY AND RESEARCH IN EDUCATION

FINAL REPORT

Introduction

At The University of Tennessee, Knoxville (UTK), the program for the advancement of minorities and women in the field of educational research (NIE-ARIE) funded by the National Institute of Education was guided during the 1979-80 Project year by five general program objectives (GPOs). These objectives, as stated in the Project proposal, were:

1. To develop and demonstrate an effective training program combining post-doctoral (LEA or agency) personnel, pre-doctoral (full-time) students and post-doctoral (junior faculty) participants with a primary incidence of a goal of 18 post-doctoral, 18 pre-doctoral, and 12 post-doctoral (faculty) with a target of 12, 12, and 6 minority and/or women.

2. To demonstrate the utility of a program model incorporating post-doctoral and pre-doctoral participants in advanced training and research in education.

3. To assist women and minorities in gaining entrance to the most qualified job-applicant pool in educational research and development.

4. To develop institutional policies and procedures for improving opportunities for advanced training for women and minorities in educational research and development.

5. To provide opportunities for student-to-student associations forming lasting affiliations for participants (camaraderie and support).

The final report for the 1979-80 Project year is organized on the basis of the five GPOs. Progress toward the accomplishment of each objective is the subject of a separate section of the report. A concluding section summarizes the unique program evaluation which was conducted. Since the six Student Associates receiving Project funds in the form of stipends managed the Project throughout the year (with guidance from the Project Director) those students also prepared the final report. Both Project management, including budget monitoring, and the technical report writing associated with maintenance of a federal grant constituted an important part of the training in research which was afforded Student Associates during the Project year.

General Program Objective 1

To develop and demonstrate an effective training program combining post-doctoral (LEA or agency) personnel, pre-doctoral (full-time) students and post-doctoral (junior faculty) participants with a primary incidence of a goal of 18 post-doctoral, 18 pre-doctoral, and 12 post-doctoral (faculty) with a target of 12, 12 and 6 minority and/or women.

Project Personnel

A major accomplishment of the first Project quarter was to select personnel (Attachment 1) in accordance with the guidelines specified in GPO 1 in a relatively short period of time so that progress toward the achievement of other goals could be made during that quarter. A profile of Project personnel is shown below.

Project Personnel Profile

Category	No. Persons	No. Minorities	No. Females
Student Associates:	8	2	7
Field Associates:	6	2	5
Faculty Associates:	6	3	4
Faculty Mentors:	7	0	1
TOTAL:	27	7	17
TOTAL WOMEN and/or MINORITIES:	19 (70%)		

Four-person teams composed of individuals from each of the four categories of Project personnel were created to initiate research activity. Each four-person team was headed by a Faculty Mentor. The team structure was flexible and cross-team relationships were encouraged. (The original titles of Project positions were Pre-Doctoral Fellows, Post-Doctoral Fellows, Junior Faculty, and Senior Faculty. These titles were changed at the end of the second quarter at the request of the students to provide gender-free titles. The new titles, which appear in the Profile above, were Student Associates, Field Associates, Faculty Associates, and Faculty Mentors.)

Upon notice of the grant award, applications for the Student Associate positions were solicited from all departments within the College of Education and from the Child and Family Studies Department in the College of Home Economics. Resumés were collected, and candidates with whom Faculty Mentors were not familiar were interviewed. Six Student Associates were chosen initially. A seventh student was appointed to replace one of the six who had to interrupt her program for personal reasons. The eighth Associate was added during the third quarter of the

Project when one of the original six students accepted full-time employment. A Faculty Mentor was added to work with this new Student Associate.

Major disciplines represented by Project personnel were as follows:

Educational Curriculum and Instruction

Educational Administration and Supervision

Interdisciplinary Home Economics -- Child and Family Studies

Special Education and Rehabilitation

Educational Psychology and Guidance

Special interests within these disciplines are listed in Attachment 2 in the Appendix.

Participant Needs

Needs of Student Associates varied. Some still were taking full course loads, including statistics and research-related courses. Others had completed statistics and research methods courses, but needed writing experience and assistance. All of the Student Associates lacked hands-on research experience. Most of them had never submitted papers for presentation at professional meetings or for publication, and most of them had never written grant proposals or progress reports.

Needs of other participants also were varied. Faculty Associates who were faced with regular teaching loads needed to do research for promotion and tenure considerations. Faculty Mentors were accomplished researchers, but lacked necessary time to disseminate findings while initiating new research projects. Field Associates held positions in settings that would permit collection of research data, and they could identify areas needing investigation, but they lacked time to conduct the research by themselves. The team structure provided flexibility for students to assist Faculty and Field Associates and to meet their own needs for supervised hands-on experience.

Participant Interaction

Project goals required interaction and production of research among various groupings of Project personnel for the program to be considered "effective." Teams of as few as two people interacted throughout the Project year. This type of team functioning allowed the needs of all groups to be met. To provide training and experience which had not been a part of the regular course work of the Student Associates, a number of consultants were employed during the Project year.

One of the challenges in management of the training program was maintaining communication among Project personnel. Because personnel were located throughout the state, it was difficult to have frequent

face-to-face meetings with all persons present. Although roles and responsibilities of Project participants were discussed on numerous occasions, misunderstanding about how to initiate training activities still occurred. The initial team structure was intended to facilitate research at the earliest stage of the Project, utilizing ongoing interests of persons who already were conducting research. This structure was successful to a limited extent; however, some persons were intimidated by what they perceived to be a rigid structure that encouraged initiation of activities only by Faculty Mentors. Another limitation of the initial structure was that most of the research interests of students were oriented toward higher education while interests of Faculty and Field Associates primarily were related to public school issues.

Selection of Student Associates for 1980-81

In preparation for continuation of the Project, a procedure was designed for selection of Student Associates for 1980-81. Student Associates assumed responsibility for designing a brochure and application form (Attachments 3 and 4) and for contacting departments in the Colleges of Liberal Arts, Business Administration, Home Economics, and Education to explain the Project and application procedure. The Project and application procedure were explained to department heads, who then distributed the information to potential applicants. In addition to the application form, applicants were asked to submit sample papers which they considered to be good examples of the quality of their writing. Student Associates and Faculty Mentors were asked to review credentials of each applicant. There were 22 applications representing the following departments: Educational Administration and Supervision; Health, Education, and Safety; Industrial and Organizational Psychology; Educational Psychology; Child and Family Studies; and Nutrition and Food Sciences.

Three interview sessions were held to enable Student Associates, the Project Director, and Faculty Mentors to interview the applicants. The list of questions in Attachment 5 was used to provide consistency and structure in the interviews. The first question was asked while a group of interviewees were still together. The other three questions were asked of each applicant in a private interview setting while the rest of the applicants waited outside the interview room. Applicants were invited to submit additional comments in writing after the interview session if there were things that they thought about after their interview was completed. During the interviews, applicants were encouraged to ask questions about the Project. An evaluation form (Attachment 6) was used to rate applicants. Following the interview sessions ten finalists were selected.

Faculty Mentors met with the Project Director to make the final selection of new Student Associates. Five students were selected to receive fellowships for 1980-81, two from the Child and Family Studies Department in the College of Home Economics and three from the Educational Administration and Supervision Department in the College of Education.

General Program Objective 2

To demonstrate the utility of a program model incorporating post-doctoral and pre-doctoral participants in advanced training and research in education.

A program model was devised initially to combine members of the Project to work in teams on research-related activities. Six teams of four persons with common academic backgrounds were created by combining one member from each tier of the Project personnel structure, i.e., one Faculty Mentor, one Faculty Associate, one Field Associate, and one Student Associate. In addition, the six Student Associates functioned as a team, with guidance from the Project Director, in managing all aspects of the Project.

Later in the Project year a personnel survey was designed to effect a grouping of Project personnel based upon common interests, skills and experiences. The survey instrument consisted of two questions in which terms were listed to be checked by the respondent and two open-ended questions about research projects currently underway and those projected for a future time. In the first question each respondent checked a total of 10 of 22 common terms for research (e.g., education of the handicapped, women's issues) with a 1 (strong interest), 2 (moderate interest), or 3 (low interest).

In the second question the common terms related to needs (e.g., research methodology, statistics) and a 1, 2 or 3 was used to indicate strong, moderate or low need. These responses formed the basis of mini-course offerings and workshops.

A computer program was written which gave demographic data and responses to each question by each person. Group totals and percentages were listed for each of the first two questions. This information will be significant in revising the terms to be included in the personnel survey readministration. Answers to questions one and two also were analyzed according to groupings by responses of 1, 2 or 3. For example, respondents who listed a 1 (strong interest/need) for a particular term were listed together as a possible research group.

The complete computer print-out allowed each Project person to have necessary information about other personnel so that communication could be facilitated. Cross grouping of team members further was facilitated by the computer print-out. The personnel survey form, the Skills and Interests Inventory, and an example of the computer print-out for one Project associate, appear in Attachment 7.

Teamwork provided an effective model for involving Project participants in advanced training and research in education. However, communication and scheduling of group activities are persistent challenges in a project involving as many as 25 professional educators.

Most of the Faculty Mentors, Faculty Associates, and Field Associates will remain on the Project in 1980-81. Additional Faculty and Field Associates will be invited to join the Project as interests of the new Student Associates are identified and the data base of information on participant interests is updated at the beginning of the 1980-81 Project year.

General Program Objective 3

To assist women and minorities in gaining entrance to the most qualified job-applicant pool in educational research and development

Entry into the most qualified job-applicant pool is not accomplished easily. Basic to qualification in educational research and development is the study of research design and methods, data analysis, and technical writing. Beyond the classroom study of these skills, to become a proficient practitioner one also should have the opportunity to apply them in supervised research efforts. Having attained the necessary level of skill through study and application, entry into the most qualified job-applicant pool also requires exposure; good references from already-established researchers add credibility to the professional vitae of newly-trained researchers. The NIE-ARIE Project provided or supported activities designed to help participants accomplish each of these prerequisites to entry into the most qualified job-applicant pool in research and development.

Opportunities for Study of Research and Research-related Skills

The NIE-ARIE Project supported six Student Associates in their progress toward degree-attainment by providing stipends and payment of fees and tuition. Field Associates also were eligible for payment of fees and tuition incurred for research-pertinent coursework, although only two took advantage of the opportunity. (Faculty Associates and Faculty Mentors are allowed by University policy to take six hours of coursework each quarter without cost.) Each Student Associate completed from three to twelve quarter hours of statistics. Those who had not already completed research design and methods courses in their fields took appropriate courses to meet that need, and research seminar courses required in major programs were completed where appropriate. (See Attachment 13.)

In addition to coursework taken for credit, the NIE-ARIE Project provided mini-courses taught by Project personnel or consultants. An introductory research design course was offered in the Fall of 1979, and the process of applying for grants and contracts was the subject of a Winter Quarter, 1980 mini-course. These courses were attended by Student Associates, Field Associates, and Faculty Associates according to their own perceived need for additional training in the topic offered.

The NIE-ARIE Project also made it possible for participants to attend specialized training conferences and workshops. (See Attachment 8 for a listing of workshops and conferences attended.)

Five Student Associates demonstrated knowledge in research and research-related topics by completing and passing doctoral qualifying or preliminary examinations. Satisfactory completion of these examinations is required before students pursuing the doctoral degree officially may begin dissertation research at UTK.

Internships

Internships provide an intermediate step between the acquisition of knowledge and its application. Interns may observe established practitioners using skills similar to those that the interns are studying or recently have studied. Internships provide the opportunity for sheltered and supported forays into professional application under the tutelage of a mentor. Participants may use the internship to "try on" jobs which they find attractive without making a major time commitment.

Internships provided under the sponsorship of the NIE-ARIE Project were varied. One internship was supervised by an NIE-ARIE Field Associate in a local education agency employed in the position of elementary supervisor of instruction. Three Student Associates completed internships in higher education administrative positions, two in the office of the Executive Vice President of The University of Tennessee system, and one at Memphis State University under the direction of an NIE-ARIE Faculty Associate. Between Fall and Winter quarters one student had an intensive two-week internship experience at the National Evaluation Systems consulting firm in Amherst, Massachusetts. In June 1980 a Student Associate went to Charleston, West Virginia for a five-week internship in the Division of Childhood and Parenting at the Appalachia Educational Laboratory.

From the perspective of the Student Associates, the internships were very worthwhile experiences. In some cases, the internship allowed the participant an insider's look at a job she had not previously considered. Supervisors of internships also expressed satisfaction with the value of the experience, and other NIE-ARIE participants have expressed interest in providing additional internship situations. Interns appreciated the value of the internship experience and plan to offer the same opportunity to other students when they become practicing professionals.

Opportunities for Research Involvement

NIE-ARIE Project participants at all levels found that their participation in the Project facilitated their active involvement in educational research during 1979-80. For the Student Associates, the Project extended the opportunity to join others in on-going research at all stages from inception to dissemination, or to initiate and carry through their own research. In both cases the Project afforded support in the form of expenses and technical assistance from other Project personnel or consultants.

In some instances the Project provided the first opportunity for Student Associates to become involved in research. However, personnel at other levels of the Project were chosen because of their demonstrated interest and involvement in research. These personnel found that Project involvement brought them into contact with other professionals with similar interests, provided them with technical assistance, helped support undertakings for which no other financial support was available, and gave them the opportunity to act in a mentor relationship to fledgling researchers who were eager to learn.

Projects initiated by or participated in by NIE-ARIE personnel were varied, ranging from a needs assessment for a local community college to an investigation of the perceptions of minority and majority students in desegregated southern schools, and from an evaluation of the Tennessee Nutrition Education and Training program to an evaluation of the impact of the substance abuse policy of a local school board. A complete listing of research involvements of NIE-ARIE Project participants is included as Attachment 8 in the Appendix.

Opportunities for Gaining Professional Visibility

The final component of an effective program for providing entry into the most qualified job-applicant pool is two-fold. It offers the opportunity for Student Associates to become known to people who have jobs to offer. Secondly, it provides the support of established researchers who will act as references when job applications and applications for post-doctoral study or other opportunities are submitted.

One excellent way to gain visibility in educational research and development is to present one's research at professional meetings. This year, NIE-ARIE participants have presented papers at annual conferences of the Mid-South Educational Research Association, the Southern Regional Council of Educational Administration, the New England Educational Research Organization, and the American Educational Research Association, among others. In several cases, presentation of these papers and subsequent dissemination of the research reports have led to correspondence with investigators with similar interests from across the nation. A complete list of papers presented by NIE-ARIE participants is included in Attachment 8 in the Appendix. Internships, as mentioned above, also provide a means of increasing one's visibility. Attending professional meetings, even if one is not presenting a paper, provides one with the opportunity to meet and talk with persons from other schools and local education agencies who share one's interests.

Successful attainment of the objective of gaining entrance to the most qualified job-applicant pool best can be judged by the outcome of applying for jobs or continual educational experiences. Judgment of success for the 1979-80 Student Associate cohort will have to be reserved for at least a year since no Student Associate yet has completed all requirements for the doctoral degree; thus none is prepared at this point to seek a professional position. However, conversations with potential employers and/or educators have indicated that participation in the NIE-ARIE Project will be viewed as a strong positive factor in each Student Associate's resumé.

General Program Objective 4

To develop institutional policies and procedures for improving opportunities for advanced training for women and minorities in educational research and development.

In an effort to reach beyond the NIE Project personnel, as well as to promote continued interaction among Project personnel, the Student Associates planned bi-weekly colloquia during the third and fourth quarters. Dr. Schuyler Huck presented a "Twelve Step Plan" for being accepted as a presenter at conferences. Dr. Luther Kindall, chair of the University Commission for Blacks, explained the purpose and activities of the Commission. Dr. Yvonne Ralston from Memphis State University presented a colloquium on the topic of "Women in Higher Education Administration," and Dr. Sharon Lord gave a presentation on the status of women in society.

Speakers for the colloquia also included representatives of the University administration. Among these presenters were Ms. Thomasenia Robinson, Affirmative Action Coordinator for the UTK campus; Dr. Edward Boling, President of the UT system; and Dr. Jack Reese, Chancellor of the UTK campus. Each colloquium was advertised campus-wide in order to attract persons from a wide range of backgrounds and interests.

In addition, the internships described in GPO 3 provided exposure to and involvement with administrators in the University system.

One Student Associate utilized the network developed through Project activities to influence the selection procedure for a faculty position in the Department of Educational Administration and Supervision. She was able to provide a list of female candidates for a faculty/director position within that department. Included in the list were several Faculty and Field Associates. As a result of this intervention one of the Field Associates was appointed to the position. This is the first year in which a female has been appointed to a faculty position in that department.

The Bureau of Educational Research and Service within the College of Education has made an institutional commitment to the Project by providing facilities and supplies, as well as clerical services, to Project participants. Office space for Student Associates and the Project Director as well as duplication and computer services also have been provided.

General Program Objective 5

To provide opportunities for student-to-student associations forming lasting affiliations for participants (camaraderie and support).

Personal and Professional Development Experiences

Throughout the year camaraderie and support among the Student Associates have been promulgated by a wide array of personal and professional activities. (See Attachment 8 in the Appendix for research involvements of Student Associates.) Structured informal group meetings held at predetermined times throughout the year provided opportunities for Student Associates to work together as a group in exchanging ideas, solving problems, planning future professional and social activities, and developing personal knowledge of self and other Associates. Student Associates planned workshops and colloquia; developed and implemented recruitment and selection procedures; designed and administered information-gathering and evaluation instruments; and participated in values and role clarification exercises.

Seminars, workshops, and conferences provided opportunities for Student Associates to interact with students and professionals from other educational settings. Affiliations with these persons facilitated the development of external communication and support systems. In addition, the conferences encouraged Associates to collaborate in varying groupings in the preparation and presentation of papers, displays, and roundtable sessions.

Personal and professional development experiences, such as internships, facilitated camaraderie and support. Highlights of individual internship experiences were shared with other Student Associates.

One-to-one relationships aided in the development of group support. Each Student Associate worked with each of the other Student Associates in managing the Project and interacted with each other on a personal basis. The one-to-one relationships led to development of rapport, cognizance of individual working styles, and awareness of individual similarities and differences, thereby expanding support systems of group members.

Camaraderie/Support Survey

Near the end of the Project year Student Associates were asked to participate in evaluating the extent to which GPO 5 had been achieved. One of the Student Associates designed for this purpose the instrument entitled "Camaraderie/Support Survey." The instrument and a summary of the Student Associates' responses appear as Attachment 9 in the Appendix.

Evaluation

Background

The evaluation of the NIE-ARIE Project for 1979-80 was planned and implemented by the Student Associates in consultation with external consultant W. C. Wolf, Jr., Professor of Education at the University of Massachusetts at Amherst. This procedure resulted in two important outcomes: it produced an innovative evaluation of the NIE-ARIE Project, and it provided a hands-on training experience in evaluation for the Student Associates.

Original Project plans called for the Student Associates to make the decision concerning the selection of an external consultant for evaluation; however, notification of funding for the Project was delayed, in turn delaying the selection of Student Associates and requiring the Project Director to secure the services of a consultant. From that point on, development of the evaluation plan was left completely in the hands of the Student Associates in consultation with Dr. Wolf. Student Associates were free to arrange for consultation with Dr. Wolf whenever they felt it was necessary. Other Project personnel provided critical review of evaluation plans and instruments when requested to do so by Student Associates.

The Student Associates first met with Dr. Wolf in late June 1979. In this and all other meetings with the Student Associates, the consultant acted as a facilitator, encouraging the Student Associates to generate their own ideas for evaluation. He provided guidance and suggested alternatives when necessary, but never imposed his own ideas. Dr. Wolf's "Synopsis of External Evaluator's Contributions to NIE Associates Project" appears in Attachment 10 of the Appendix.

The product of the first meeting between the Student Associates and Dr. Wolf was a plan for establishing baseline information and collecting formative and summative data. Four objectives of overall Project success were identified: (1) increasing the quantity and quality of research skills commanded by each Student Associate; (2) fulfilling participating faculty members' expectations of Student Associates' performance; (3) increasing Student Associates' research productivity as a result of project experiences; and (4) enhancing Student Associates' employability in the field of educational research. The following sections contain discussions of the procedures the Student Associates decided upon for conducting formative and summative evaluation of Project success. The final section contains a discussion of the results of the evaluation and its implications for the NIE-ARIE Project 1980-81.

Procedures for Formative Evaluation

The unique nature of Project administration employed in the NIE-ARIE Project provided continuous formative evaluative feedback to the Student Associates. As those responsible for the administration of the Project, the Student Associates constantly were made aware of the adequacy of

communication, levels of participation, and topics being investigated. In addition, Student Associates were able to monitor expenditure of funds and productivity of various teams, and to provide assistance to individuals who indicated a need for additional support. This constant feedback to Student Associates made it possible to keep the structure of the Project fluid and responsive to the needs of participants.

In order to make evaluative judgments one must first determine baseline conditions. The purpose of a training program is to bring the participants from a lower level of skill or knowledge to a higher level. In order to determine the effectiveness of such a program, the entry level skills of each participant must be assessed. Perhaps as important as the actual level of skill or knowledge possessed is the perceived level; women and minorities must possess confidence in their abilities before they will assert themselves and take a place in the mainstream of educational research and development.

Baseline data on individual knowledge and skill were obtained initially through perusal of existing documents. Academic transcripts and personal vitae yielded information on the Student Associates' previous experience and coursework in research and development. These data, updated each academic quarter, were used as a basis for the initial pairings of Student Associates with other participants for research efforts, as well as for assisting Student Associates in planning the academic program most likely to help them attain their individual career goals.

Perceptions of knowledge/skill levels were assessed through the administration of two instruments developed by the Student Associates. The Skills and Interests Inventory (SII) is an open-ended questionnaire. A copy of this and all instruments used in the evaluation of the Project are included in the Appendix. See Attachment 7 for the SII. The SII was first administered at a meeting of all Project participants held at the beginning of the 1979 Fall academic quarter. The responses on the SII were summarized in three ways. First, the responses to questions soliciting current and projected research interests and involvements were used to generate a second questionnaire which combined and summarized responses received to questions on the SII and required each Project participant to choose no more than five research topics which they were interested in pursuing. The resulting data were used to generate computer printouts listing research interests and skills of each participant along with identifying demographic data, thus facilitating communication among participants. This data bank will continue to be updated each time a new participant joins the Project and at the end of each Project cycle, producing a paper representation of the growing network of experienced researchers and trainees drawn together by the Project.

The second way in which the SII data were summarized was across tiers of the Project (i.e., Faculty Mentors, Faculty Associates, Field Associates, and Student Associates). One question on the instrument solicited research-related topics in which each participant felt he or she needed further training or experience in order to effectively conduct research and development in education. These data were examined across tiers of the Project in order to determine whether special train-

ing needs existed within one tier as compared with others. Finally, the data from this questionnaire were analyzed to provide a basis for planning the individual and group experiences of the Student Associate tier.

An individual's perceptions of his/her own research-related skills also may be evaluated relative to the perceived abilities of other researchers. In an attempt to measure these relative individual evaluations, the Student Associates developed the Individual Development Continuum (IDC). This instrument (see Appendix, Attachment 11) is composed of Likert-type scales measuring individual abilities in such diverse areas as research design and methods, time management, and interpersonal skills. These data provided a basis for formative evaluation by identifying areas of perceived inadequacy. After identifying perceived inadequacies, coursework and mini-courses were provided to upgrade and/or strengthen Student Associates' knowledge and skills.

A third instrument was developed by the Student Associates to assess productivity of Project participants. The Activity Survey Form (ASF) is an open-ended questionnaire which solicited a record of each participants' attendance at conferences, workshops, and/or training conferences, presentations made at professional meetings and publications, as well as materials submitted for presentation or publication (see Appendix, Attachment 8). For participants whose research involvement was minimal, a special effort was made to draw them into research-related activities or to provide training experiences which might stimulate further research.

In addition to these formal evaluative procedures, the Student Associates attempted to obtain data for formative evaluation in less structured ways. The first involved listing of short-term and long-term goals during the Fall and Spring Project quarters and keeping individual logs or diaries of Project participation (see examples in Appendix, Attachment 12). These logs allowed the Student Associates to keep a record of activities in which they participated as well as concerns or questions about the Project as they occurred. Information in the logs could be reviewed in relation to short-term and long-term goals to help Student Associates in self-assessment of progress and in prioritizing future activities. After the first quarterly report period, the Student Associates found that communication within the Student Associate tier had become effective enough that questions or concerns about the Project generally surfaced immediately and so were not recorded in the logs. Instead, the logs became an accurate record of Student Associate activities, supplementing the ASF.

A second informal source of formative data was found in a communication chain established during the first academic quarter. Feedback received during the meeting of all Project participants early in the quarter indicated that intra-group communication needed improvement. The communication chain involved assigning each Student Associate the responsibility for communicating with one member of each of the other tiers, as needed, to inform them of impending activities. In the process of fulfilling this purpose, each Student Associate was able to obtain feedback from the persons on his/her communication chain concerning their evaluations of the progress of the Project. Because

Student Associates planned and coordinated all parts of the Project, they were able to change the direction of certain aspects of the Project, design specialized activities, and assure the opportunity for complete involvement for each participant.

Summative Evaluation

To reiterate, the purpose of a training program is to bring the subjects from a lower level of skill or knowledge to a higher level. The NIE-ARIE Project accepted the additional goal of bringing women and minorities into the mainstream of educational research and development. The summative evaluation of the NIE-ARIE Project focused on the four objectives of overall Project success identified by the Student Associates in consultation with Dr. Wolf and discussed in an earlier section. Each objective will be discussed individually.

Increasing the quantity and quality of research skills commanded by each Student Associate (Objective 1) was measured directly and indirectly. Indirect measures included perusal of individual coursework completed (see Attachment 13 in the Appendix), satisfactory completion of examinations having a research component (qualifying and preliminary examinations), and effective participation in on-going research activities involving skills the Student Associate listed on entering the Project as those he or she wished to gain or improve.

The direct measure included the tabulation of IDC results for each Project tier. Faculty Mentors, Faculty Associates, Field Associates, and Student Associates completed the "Individual Development Continuum" (IDC) during Fall and Spring Quarters. The IDC consisted of twenty-two areas of knowledge/skills/abilities. Each of the Project participants ranked each area according to a Likert response format: 1 indicated "no" knowledge/skill ability in that area; 2 indicated "very low"; 3 "low"; 4 "moderately low"; 5 "moderately high"; 6 "high"; and 7 "very high."

The tables in the Appendix (Attachment 11) represent the perceptions of participants in each of the four tiers regarding their knowledge/skills/abilities in each area listed on the IDC. All Project tiers, with the exception of Field Associates who compiled the same average total perception score in September and in June, increased their average total IDC score. The average increased most for the tier containing Student Associates.

Student Associates perceived "leadership skills" to be their highest current area of knowledge/skills (6.2). Three areas -- "personal time management," "oral communication skills," "human relations skills in teamwork" -- all were perceived as "high" by Student Associates (6.0). The lowest area, "grant writing," was rated "moderately low" (4.0). The average total perception score for Student Associates on all items in the IDC administered during Spring Quarter was 5.1, an increase of 1.0 point from the IDC total average (4.1) obtained during Fall Quarter and the largest increase among the four Project tiers.

Faculty Mentors perceived themselves to be equally high (6.4) in four knowledge/skill areas: "technical writing," "paper presentation," "administrative/supervisory," "nontechnical writing communication skills." Five areas -- "program evaluation," "network contacts," "leadership skills," "consulting," "effective teamwork production" -- all were rated by Faculty Mentors as their second highest knowledge/skill areas (6.0). "Active listening skills" and "concerns of women/minorities" were rated as the lowest areas (4.8). Faculty Mentors' average total perception score for items on the IDC administered during Spring Quarter was 5.7, an increase of 0.4 from the Fall Quarter's IDC average total score (5.3).

Faculty Associates perceived their highest knowledge/skill area to be "very high" (7.0) in "human relations skills in teamwork." "Concerns of women/minorities" and "leadership skills" were both rated by Faculty Associates as their second highest knowledge/skill areas (6.5). The lowest area was "automated data processing" (3.5). The average total perception score for Faculty Associates on all items in the IDC was 5.7, an increase of 0.6 from the average total perception score (5.1) obtained during Fall Quarter.

"Administrative/supervisory" was perceived by Field Associates as their highest knowledge/skill area (6.5). "Oral communication skills" and "consulting" were rated equally by Field Associates as their second highest knowledge/skill areas (6.3). The lowest area was "automated data processing" (3.0). The average total perception score for Field Associates on all IDC items was 5.4, the same as the average total score (5.4) obtained during Fall Quarter.

Fulfilling participating faculty members' expectations of Student Associates' performance (Objective 2) was measured by the NIE Project Evaluation Form (see Attachment 14) developed by the Project Director with input from the Student Associates. Consisting of two Likert-type scales for each individual participant in the Project, the instrument solicited a ranking of each individual on a scale of 1 (low) to 4 (high) on Contribution to Project Goals and Contribution to the Respondent's Development of Research Competence. Respondents also could mark "No Opportunity to Observe" when appropriate. To a large extent, Faculty Mentor satisfaction with Student Associate participation functioned as formative evaluation; however, individual summations of rankings, provided to each Student Associate on his/her performance alone, along with a distribution of scores, allowed each Student Associate to make a year-end evaluation in relation to the other persons in that tier.

Increasing Student Associates' research productivity as a result of project experiences (Objective 3) was assessed through the ASF. The ASF was used to compile the following listing of research-related categories and the number of times Student Associates participated in each category:

NIE Research Related Categories	Total Number	Number of Times Student Associates Participated
Conferences, Workshops, Training	30	19
Papers Accepted for Publication	25	2
Papers Presented	53	20
Grant/Contract Proposals and Reports	20	6
Other Research Involvements	50	23
Recognition and Honors	42	9

Enhancing Student Associates' employability in the field of educational research (Objective 4) is difficult to evaluate fully so early in the total Project cycle. Although two Student Associates intend to graduate within one academic quarter, their dissertation research has taken priority over job-hunting. However, one Student Associate took a professional position in educational development and research, leaving the Project prior to degree attainment with the agreement that her employer would allow her time to take the courses and conduct research necessary to complete the degree. This Student Associate's employer made it clear that the research opportunities afforded her by the NIE-ARIE Project influenced the decision to offer her the job. Other Project participants received professional and/or educational opportunities following Project involvement. Clearly, no causal relationship can be drawn from this type of data. Further evaluation of this component of the Project will be possible in subsequent Project years as Student Associates graduate and seek professional employment.

APPENDIX

ATTACHMENT 1

NIE PROJECT PERSONNEL

ATTACHMENT 1

NIE PROJECT PERSONNEL

Faculty Mentors

Trudy W. Banta, Associate Professor - Bureau of Educational Research and Service

Chuck M. Achilles, Professor - Bureau of Educational Research and Service

Fred P. Venditti, Professor - Director, MAARDAC

Robert K. Roney, Professor - Educational Administration and Supervision

John R. Ray, Professor - Curriculum and Instruction

Schuyler W. Huck, Professor - Educational Psychology and Guidance

Faculty Associates

Elma Mardis, Coordinator and Assistant Professor of Education - Bureau of Educational Research and Service

Donna Young, Assistant to Director - Bureau of Educational Research and Service

Charlene Michael, Associate Director, MAARDAC

Charlie Faires, Assistant Professor - Curriculum and Instruction

Olga M. Welch, Assistant Professor - Special Education and Rehabilitation

Field Associates

Mary Ann DeVoe, Assistant Professor - Human Services

Doris Crawford, Comprehensive Employment Training Act Director - Knoxville-Knox County Community Action Committee

Yvonne Ralston, Associate Director - Center for the Study of Higher Education(MSU)

Aaron Means, Administrative Coordinator Pupil Personnel - Knoxville City Schools

Ida Lou Stephens, Principal - Linden Elementary School, Oak Ridge

Harriet Crump, Director of Elementary and Secondary Education - Shelby County Board of Education

Student Associates

Sandy Lawson - Educational Psychology and Guidance

Lu Fernandez - Educational Administration and Supervision

Jenny Campen - Educational Administration and Supervision

Student Associates (Cont'd)

Wilma Jozwiak - Child and Family Studies

Pam Freeman - Educational Administration and Supervision

Oneida Martin - Curriculum and Instruction

Judson Reese-Dukes - Educational Psychology and Guidance

ATTACHMENT 2

RESEARCH INTERESTS OF PROJECT PARTICIPANTS

ATTACHMENT 2

Research Interests of Project Participants

Research Design and Methods

Education of the Handicapped

Administration and Supervision

Interpersonal Relations

Curriculum Development

Program Evaluation

Personnel Evaluation

Grants and Contracts

Parent Education

Educational Outreach to the Community

Issues of Women and Minorities

Substance Abuse

Child Abuse

Disciplining Children

Career Education

Communication Skills

Adult Learning Styles/Development

Technical Writing

Early Childhood Education

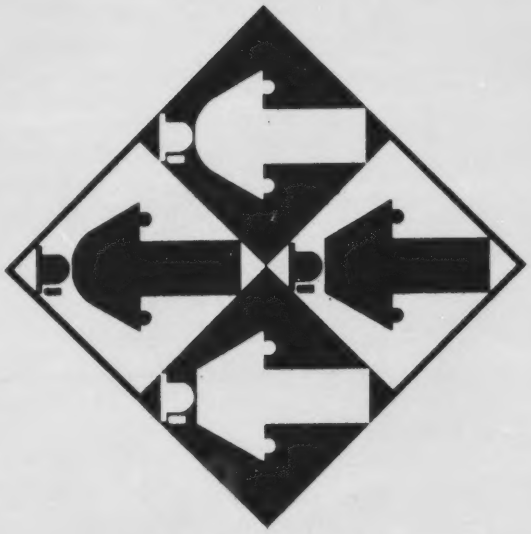
Using and Understanding Media

ATTACHMENT 3

DESCRIPTIVE PROJECT BROCHURE

EXPERIENCES IN RESEARCH AND ADMINISTRATION FOR MINORITIES AND WOMEN

conducted by:
THE UNIVERSITY OF TENNESSEE, KNOXVILLE
with funding from
THE NATIONAL INSTITUTE OF EDUCATION



Dr. Trudy W. Banta
Project Director
2046 Terrace Avenue
Knoxville, Tennessee 37916

EEO/Title IX/Section 504 Statement

The University of Tennessee, Knoxville does not discriminate on the basis of race, sex, color, religion, national origin, age, handicap, or veteran status in provision of educational opportunities or employment opportunities and benefits.

UTK does not discriminate on the basis of sex or handicap in the education programs and activities which it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Pub. L. 92-318; and Section 504 of the Rehabilitation Act of 1973, Pub. L. 93-112; respectively. This policy extends to both employment by and admission to the University.

Inquiries concerning Title IX and Section 504 should be directed to the Office of the Vice Chancellor for Planning and Administration, 525 Andy Holt Tower, 974-4391. Charges of violation of the above policy should also be directed to the Office of the Vice Chancellor for Planning and Administration.

Return Address

_____

_____

_____

Affix
First-Class
Postage

Dr. Trudy W. Banta
Project Director
2046 Terrace Avenue
Knoxville, Tennessee 37916

REQUIREMENTS

- one year of doctoral study completed
- minimum of 6 hours of statistics
- high interest in research in education and social sciences
- demonstrated capabilities in research and technical writing
- time to devote 20 hours per week to Project activities

OPPORTUNITIES

- stipend of $400 per month plus tuition and fees
- work on research and evaluation projects with guidance from faculty and post-doctoral field associates
- prepare technical reports, journal articles and professional presentations
- attend national conferences
- engage in writing proposals for funding
- participate in professional internships
- expand personal and professional networks

Applications accepted immediately.

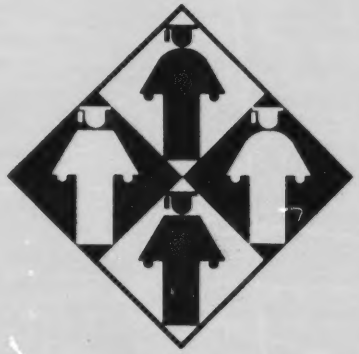
PROJECT STRUCTURE

Interdisciplinary Research Teams consisting of:
FACULTY MENTORS
FACULTY ASSOCIATES
FIELD ASSOCIATES
GRADUATE RESEARCH ASSOCIATES

NETWORK AFFILIATIONS

National Institute of Education
American Association of School Administration
American Educational Research Association
Mid-South Educational Research Association
Southern Regional Council of Educational Administrators
Association for Supervision and Curriculum Development
The Council for Exceptional Children
Tennessee Association of Women in Higher Education
American Psychological Association

For further information, contact
Project Director: Dr. Trudy W. Banta
2046 Terrace Avenue
Knoxville, Tennessee 37916
615/974-4165



EXPERIENCES IN RESEARCH AND ADMINISTRATION FOR MINORITIES AND WOMEN

Please send additional information on the NIE Project to:

Name _____ Telephone Number _____

Address: Street _____ City _____ State _____ Zip _____

Major Course of Doctoral Study _____

Research Interests: _____

ATTACHMENT 4

NIE/ARIE FELLOWSHIP APPLICATION

DEADLINE FOR SUBMISSION:
Noon, Friday June 13
Room 212
Claxton Education Building
Att: Trudy W. Banta

NIE/ARIE FELLOWSHIP APPLICATION
Training Grant for Women and Minorities in Educational Research

NAME_____ HOME PHONE_____

LOCAL ADDRESS_____ OFFICE PHONE_____

_____

RESIDENCY STATUS FOR FEE PURPOSES _____IN STATE _____OUT OF STATE

COLLEGE_____ DOCTORAL MAJOR_____

DOCTORAL MINOR_____

MAJOR PROFESSOR_____

DEGREES OBTAINED

INSTITUTION	DATE	MAJOR/MINOR

WORK EXPERIENCE SIGNIFICANT TO YOUR PRESENT LEVEL OF SKILL (OR ATTACH VITA)

JOB TITLE	PLACE OF EMPLOYMENT	DATES OF EMPLOYMENT

PREVIOUS RESEARCH OR RESEARCH-RELATED ACTIVITIES (DESCRIBE RESEARCH, WHEN COMPLETED, AND DEGREE OF YOUR INVOLVEMENT)

COURSE WORK (PLEASE LIST 1.)RESEARCH DESIGN OR METHODS COURSES, 2.) DATA PROCESSING COURSES, AND 3.) STATISTICS COURSES YOU HAVE COMPLETED AS A PART OF YOUR GRADUATE PROGRAM AT THE UNIVERSITY OF TENNESSEE, KNOXVILLE)

COURSE NAME	COURSE NUMBER	DEPARTMENT	WHEN COMPLETED

SEE REVERSE SIDE FOR ADDITIONAL QUESTIONS

35

PLEASE DESCRIBE ANY ADDITIONAL RESEARCH DESIGN/METHODS COURSES, DATA PROCESSING COURSES, OR STATISTICS COURSES YOU HAVE COMPLETED AT OTHER INSTITUTIONS

COURSE DESCRIPTION	INSTITUTION	WHEN COMPLETED

RESEARCH INTERESTS PLEASE LIST ANY RESEARCH TOPICS IN WHICH YOU CURRENTLY ARE INTERESTED OR INVOLVED

AREAS OF EXPERTISE PLEASE LIST ANY SPECIAL SKILLS OR AREAS OF EXPERTISE YOU WOULD BE ABLE TO CONTRIBUTE TO THE PROJECT (FOR EXAMPLE, A KNOWLEDGE OF COMPUTER PROGRAMMING)

PLEASE NOTE:

1. YOUR SIGNATURE ON THIS DOCUMENT SIGNIFIES YOUR WILLINGNESS TO ALLOW PROJECT PERSONNEL TO INTERVIEW PERSONS IN YOUR DEPARTMENT OR WITH WHOM YOU HAVE WORKED CONCERNING SUCH TOPICS AS YOUR ACADEMIC POTENTIAL, INTEREST AND INVOLVEMENT IN RESEARCH ACTIVITIES, AND ABILITY TO WORK IN A GROUP. (YOU MAY SUGGEST REFERENCE PERSONS ON THE LINES BELOW YOUR SIGNATURE).
2. A CURRENT TRANSCRIPT OF COURSES UNDERTAKEN IN YOUR GRADUATE PROGRAM AT THE UNIVERSITY OF TENNESSEE, KNOXVILLE MUST ACCOMPANY THIS APPLICATION.
3. IF YOU HAVE A CURRENT VITA, PLEASE ATTACH A COPY.

DATE_____ SIGNATURE_____

SUGGESTED REFERENCE PERSONS

NAME	TITLE	DEPARTMENT/ADDRESS

HAVE YOU CAREFULLY READ AND COMPLETED EACH SECTION OF THIS APPLICATION?

ATTACHMENT 5

TOPICS FOR DISCUSSION BY STUDENT ASSOCIATE APPLICANTS

TOPICS FOR DISCUSSION BY STUDENT ASSOCIATE APPLICANTS

1. Would you be able to commit 20 hours per week to endeavors associated with the NIE Project during the next year? Briefly describe your probable course loads and any other employment in which you are likely to engage.

2. What role will <u>research</u> play in the professional career you have planned for yourself?

3. What sort of assistance would be of <u>most</u> <u>help</u> to you in carrying out any research which you may have planned for the coming year?

4. How would participation in the NIE Project assist you in attaining your personal/professional goals?

ATTACHMENT 6

EVALUATION OF NIE APPLICANTS FOR STUDENT ASSOCIATE POSITIONS

Evaluation of NIE Applicants for Student Associate Positions

Name of Applicant _____

Please assess data for all candidates, then check appropriate ratings by comparing each applicant with all other applicants.

Based on Review of Applicant's File:	(5) Truly Exceptional	(4) Well Above Average	(3) Good	(2) Average	(1) Below Average	No Opportunity to Observe
GPA in relation to courses taken						
Has completed sufficient course work						
Previous work experience related to Project goals						
Has completed sufficient statistics to interpret data						
Evidence of past involvement in research						
Research interests related to those of Project staff						
Evidence of professional involvement (memberships, offices)						
Promising/interesting special skills						
Displays/ability to express ideas clearly in writing						
Based on Interview:						
Displays facility in oral expression						
Has sufficient time to profit from Project						
Displays enthusiasm for opportunity to be involved in research						
Has own ideas for research						
Displays enthusiasm for working on research with others						
Expresses need for experiences Profect offers						
Based on Conversations with Reference Persons:						
Motivation						
Maturity						
Imagination (creativity)						
Leadership abilities						
Self-reliance						
Ability to carry out a research project						
Openness in communications with others						
Knowledge of fundamentals of research						
Performance as a professional						
Overall ability						
Overall:						
Potential for Project to assist in candidate's development						
Potential for candidate to assist in furthering Project goals						

Comments and/or Questions:

ATTACHMENT 7

SKILLS AND INTERESTS INVENTORY WITH AN

EXAMPLE OF THE REPORT FOR ONE ASSOCIATE

SKILLS AND INTERESTS INVENTORY

NAME _____ Title _____
Last First Dr. Mr. Ms.

Level: Check one

_____ Pre-doctoral Student (Student Associate)

_____ Post-Doctoral member (Field Associate)

_____ Junior Faculty (Faculty Associcate)

_____ Senior Faculty (Faculty Mentor)

Position, Title or Major Area of Study

_____

Mailing Address

_____

_____

Telephone

_____ _____
business home

Question 1

From the list of skills and competencies below, rank as many as ten (10) items in which you have had training or experience using the designations 1,2,3. where 1 = high interest, 2 = moderate interest, 3 = low interest.

_____ Research design and methods

_____ Education of the Handicapped

_____ Administration and Supervision

_____ Interpersonal Relations

_____ Curriculum Development

_____ Program Evaluation

_____ Personnel Administration

_____ Grants and Contracts

_____ Parent Education

_____ Educational Outreach to the Community

_____ Issues of Women and Minorities

_____ Substance Abuse

_____ Child Abuse

_____ Disciplining Children

_____ Career Education

_____ Communication Skills

_____ Adult Learning Styles/Development

_____ Technical Writing

_____ Early Childhood Education

_____ Using and Understanding Media

_____ Other, please specify

_____ Other, please specify

Question 2

What knowledge or which skills would you like to acquire in order to be more proficient in educational research? Rank the following using 1,2,3 where 1 = high need, 2 = moderate need, and 3 = low need. It is not necessary to rank all of them.

_____ Research methodology

_____ Data processing

_____ Statistics

_____ Budgeting

_____ Record keeping

_____ Test construction

_____ Time management

Question 3

What topics are you currently involved in researching or developing? List up to five (5).

Question 4

What topics would you be most interested in investigating or developing at some future time? List up to five (5).

_____

_____

_____

_____

_____

ATTACHMENT 8

ACTIVITY SURVEY FORM

CONFERENCES, WORKSHOPS, TRAINING

PAPERS FOR PUBLICATION

PRESENTATIONS

GRANT/CONTRACT PROPOSALS AND REPORTS

OTHER RESEARCH INVOLVEMENTS

RECOGNITION AND HONORS RECEIVED BY NIE PARTICIPANTS

A. ACTIVITY SURVEY FORM

(Note: This form was used to collect information about quarterly accomplishments from all project participants.)

1. What are your current research involvements (at any stage)?

2. List any papers submitted for presentation this quarter. Indicate whether you have been informed of acceptance of any proposals for presentation.

3. List any papers submitted for publication this quarter. Indicate whether you have been informed of acceptance of papers you have submitted for publication.

4. List any workshops or presentations you have made this quarter.

B. CONFERENCES, WORKSHOPS, TRAINING

Alexander Graham Bell Association; International Conference, Houston, TX, Olga Welch, Faculty Associate.

American Educational Research Association (AERA) Conference, Boston, Mass., attended by Student, Field and Faculty Associates, and Faculty Mentors.

AERA Conference, Boston, Mass., Chaired Special Interest group: Affective Education Session, Mary Ann DeVoe, Field Associate.

AERA/NIE Graduate Research Seminar, Boston, Pam Freeman, Student Associate.

Attendance Supervisors Study Council, Murfreesboro, TN, Aaron Means, Field Associate.

Career Education Summer Conference, Gatlinburg, TN., Trudy Banta, Faculty Mentor.

Conference Chair for "Tennessee Women in Higher Education: Planning for Change," presented at Middle Tennessee State University - Sponsored by the Tennessee Commission on the Status of Women, Yvonne Ralston, Post-Doctoral Associate.

Coping with Stress through Personal and Professional Time Management Seminar sponsored by The Association for Supervision and Curriculum Development, Orlando, Fla., January, 1980, Faculty, Field and Student Associates.

Council for Exceptional Children, Philadelphia, Lucille Fernandez, Student Associate.

Educational Funding Resources Conference (EFRC), Washington, D.C., attended by Student, Field, Faculty Associates and Faculty Mentors.

Evaluation Workshop (Fink and Kosecoff) and Assessment Workshop (Michael Scriven), sponsored by Capitol Publications, Atlanta, Ga., Trudy Banta, Faculty Mentor; Donna Young, Faculty Associate; Sandy Lawson, Student Associate.

Federally Employed Women, 11th National Training Program, Washington, D. C., July, 1980, Sandy Lawson, Student Associate.

First Annual Conference on Appalachian Children and Families, West VA State College, West VA, Lucille Fernandez, Student Associate.

"Innovative Approaches to Undergraduate Teaching" coordinated for the Mid-Winter Faculty and Staff Workshop at Cumberland College in Williamsburg, KY, Schuyler Huck, Faculty Mentor.

Leadership Conference for the Improvement of Instruction, UTK, Oneida Martin, Student Associate.

Leadership Skills Workshop, UTK, Student Associates and a Faculty Associate.

Mid South Educational Research Association (MSERA), Little Rock, Arkansas, attended by Student, Field, Faculty Associates and Faculty Mentors.

Minnesota Evaluation Conference, Minneapolis, Minn., Judson Reese-Dukes, Lucille Fernandez, Pam Freeman, Wilma Jozwiak, Student Associates.

National Coalition for Sex Equity in Education, University of Calif. at Santa Cruz, Trudy Banta, Faculty Mentor; Donna Young, Faculty Associate, Pam Freeman and Sandy Lawson, Student Associates.

National Conference of the Society of Educators and Scholars, Crossville, TN, Trudy Banta, Faculty Mentor, and Tom George, Faculty Associate.

National Schools Resource Network Workshop, Nashville, TN, Aaron Means, Field Associate.

New England Educational Research Association, Lenox, MA, Pamela Freeman, and Wilma Jozwiak, Student Associates.

Research site visit to Youngstown State University: interviewing faculty and administrators on the subject of collective bargaining in public universities, Pam Freeman, Student Associate.

Small Business Ownership Seminar, UTK, Lucille Fernandez, Student Associate.

Southern Regional Council on Educational Administration (SRCEA), Atlanta, Ga., attended by Student, Field and Faculty Associates and Faculty Mentors.

Suicide Prevention, UTK, Lucille Fernandez, Student Associate.

Tennessee Personnel and Guidance Association, Gatlinburg, TN., Schuyler Huck, Faculty Mentor.

Tennessee Association of Supervision and Curriculum Development (TASCD), Gatlinburg, TN, Trudy Banta and Robert Roney, Faculty Mentors.

Title III Project Staff Orientation for Freed-Hardeman College in Henderson, TN, Yvonne Ralston, Field Associate.

Women's Career Conference, Nashville, TN, Jenny Campen, Lucille Fernandez, and Sandy Lawson, Student Associates.

C. PAPERS FOR PUBLICATION

Author/s	Title	Accepted By or Published In:	Submitted To
C. M. Achilles, Fac. Mentor	"An Epistemological Approach to the Assessment of Teaching"	National Forum	
C. M. Achilles, Fac. Mentor	Book Review of P. Rossi, et al. Evaluation: A Systematic Approach	Educational Researcher	
C. M. Achilles, Fac. Mentor	Book Review of P. Warren's The Dynamics of Funding	Educational Administration Quarterly	
C. M. Achilles, Fac. Mentor	"Change for Increasing Your District's I. Q."	Tennessee School Boards Bulletin, Sept./Oct. 1979	
C. M. Achilles, Fac. Mentor	"Consolidate? Decentralize? Consider Cooperation!"	Educational Catalyst	
C. M. Achilles, Fac. Mentor	"Say, Did I Hear You Right?"		TASCD Journal
C. M. Achilles, Fac. Mentor	"Why Not Get Your Curriculum Idea Funded?	Curriculum Trends	
T. Banta, Project Dir. & Faculty Mentor	"Career Education for Elementary Teachers"	Tennessee Education, Winter 1980	
T. Banta, Project Dir. & Faculty Mentor	"A Case for Using Career Education as a Criterion for Selection of Social Studies Texts"	Journal of the Social Studies, Spring 1980	
T. Banta, Project Dir. & Faculty Mentor	"Home-Based Early Intervention in Tennessee: Evidence of Effectiveness"		Social Work
T. Banta, Project Dir. & Faculty Mentor	"Career Education as a Criterion for Selection of Science Texts"	The Science Teacher, November 1980	
T. Banta, Project Dir. & Faculty Mentor	"Career Education for the Handicapped: A Model of Cooperative Programming for Effective Mainstreaming"	Journal of Career Education	
H. Crump, Field Assoc.; and C. M. Achilles, Faculty Mentor	"Comparisons of Teacher Nonverbal Communications to Various Pupil Groups"	Resources in Education, October 1979	
H. Crump, Field Assoc.	"Effectively Involving Teachers in Textbook Selection and Media Center Acquisitions to Improve Instruction"	TASCD Journal	

Author/s	Title	Accepted By or Published In:	Submitted To
M. A. DeVoe, Field Associate	"The Effectiveness of Micro-technology in Teaching Co-operative Behaviors to Third, Fourth and Fifth Grade Children"		Journal of Experimental Education
M. A. DeVoe, Field Associate	"Clients and the Learning Process"		Humanistics
C. Faires, Faculty Associate	"Media Budgeting: Five Year Plan"		Audio-visual Instruction
S. W. Huck, Faculty Mentor; and B. H.Layne	"A New Look for Doctoral Prelim."	College Student Journal	
C. Michael, Faculty Associate	"Coping with Stress in the Classroom"	Tennessee Education	
O. Welch, Faculty Assoc.; and J. Jones	"The Black Professional Woman: Psychological Consequences of Social and Educational Inequity upon Achieving High Status Careers in Leadership Positions"		NAWDAC Journal
O. Welch, Faculty Assoc.; and G. Harris	"Deaf Education Infusion and the Career Education Concept"		Educational Administration Quarterly
D. Young, Faculty Assoc.	"Alternative Schools"		Tennessee School Board Journal
D. Young, Faculty Assoc.	"Teaching Functionally Illiterate Adults to Read"		Community/Jr. College Journal
S. Lawson, Student Assoc.; and C. M. Achilles, Fac. Mentor	"As Is the Principal..."	Educational Catalyst	
S. Lawson, Student Assoc; and D. Young, Faculty Associate	"Educational Equity: An Economic Necessity"	Tennessee Education	

D. PRESENTATIONS

Author/s	Title	Presented/Accepted For	Proposed For
J. Campen, Student Assoc; P. Freeman, Student Assoc L. Fernandez, Student Assoc.; C. M. Achilles, Faculty Mentor; R. Roney, Faculty Mentor; F. Venditti, Faculty Mentor; K. Tanner, Fac. Mentor	"Advanced Preparation in Research and Administration" Paper	Southern Regional Council on Educational Administration (SRCEA) November 1979	
W. Wilson, Doctoral Stu.; R. Roney, Faculty Mentor; P. Freeman, Stu. Assoc.	"The Impact of Negotiations in Tennessee" - Paper	SRCEA, November 1979	
C. M. Achilles, Faculty Mentor	"Exigencies of Theory Development" - Paper	American Association of School Administrators (AASA), February 1980	
T. Banta, Project Director and Faculty Mentor	"History of Career Education in Tennessee" - Paper	Tennessee Association of Supervision and Curriculum Development (TASCD)	
W. Jozwiak, Student Associate; and A. Means, Field Associate	"Evaluation as an Afterthought: Using the Delphi Group Consensus Technique in the Evaluation of a School Board Mandated Substance Abuse Policy" - Paper	New England Educational Research Association (NEERO), May 1980	
R. Roney, Faculty Mentor; P. Freeman, Student Associate; and J. Odell, Doctoral Student	"The Program Today" - Paper	Thirty Year Conference of Doctoral Graduates of the Educational Administration and Supervision Department, The University of Tennessee, July 1980	
S. Huck, Faculty Mentor; K. Lawler; S. Regas	"The Physiological Reaction of Students to a Real Course Examination" - Paper	American Psychological Association (APA), September 1980	
W. Jozwiak, Student Associate; T. Banta, Project Director and Faculty Mentor; W. Wolf, Evaluation Consultant	"Evaluation Model for an Advanced Study and Research Program Emphasizing Increased Participation of Women and Minorities" - Paper		American Educational Research Association (AERA)
P. Freeman, Student Associate; and R. Roney, Faculty Mentor	"Perceived Participation in Decision Making, Satisfaction, and Militancy of Teachers, Principals, and Central Office Staff in Tennessee Public School Districts" Paper	AERA, April 1980	

Author/s	Title	Presented/Accepted For	Proposed For
O. Martin, Student Associate; H. Crump, Field Associate; J. Ray, Faculty Mentor; and C. M. Achilles, Faculty Mentor	"Evaluation of Shelby County (Tennessee) Special Emphasis Right to Read Project" - Paper		AERA
D. Young, Faculty Associate; J. Campen, Student Associate; and J. Ray, Faculty Mentor	"Selected Personality Variables of Students in Single-Sex and Coeducational Residence Halls" - Paper		AERA
J. Campen, Student Associate; P. Freeman, Student Associate; W. Jozwiak, Student Associate; O. Martin, Student Associate; L. Fernandez, Student Associate; and S. Lawson, Student Associate	"Innovative Training Program for Women and Minorities" - Display Session	Mid-South Educational Research Association (MSERA), November 1979	
D. Young, Faculty Associate	"Critical Issues Facing Tennessee Public Community Colleges" - Paper	MSERA, November 1979	
C. M. Achilles, Faculty Mentor; J. Campen, Student Associate; H. Crump, Field Associate; and D. Young, Faculty Associate	"The Funding Game" - Training Session	MSERA, November 1979	
H. Crump, Field Associate and C. M. Achilles, Faculty Mentor; and J. Ray Faculty Mentor	"Evaluation of Shelby County's Right to Read, Special Emphasis Project" - Paper	MSERA, November 1979	
C. Faires, Faculty Associate	The Need to Develop Listening as a Communication Skill in University Teaching/Learning Situations	MSERA, November 1979	
S. Lawson, Student Associate; and T. Banta, Project Director and Faculty Mentor	"Qualities of Staff, Administration and Organizational Climate Related to Implementation of Career Education" - Paper		AERA
T. Banta, Project Director and Faculty Mentor; and T. George, Faculty Associate	"Career Education: Strategies for Mainstreaming the Handicapped" - Panel Session	National Conference of the Society of Educators and Scholars, October 1979	
S. Lawson, Student Associate	"Women in the Work Force" - Paper	Tennessee Personnel and Guidance Association	

Author/s	Title	Presented/Accepted For	Proposed For
P. Freeman, Student Associate	"Employment Interviewing and Selection" - Training Seminar	Seminar for Training of Government Employees, The University of Tennessee Center for Government Training, March 1980	
M. A. DeVoe, Field Associate	"Counseling for Stress" - Paper		American Personnel and Guidance Association, April 1981
S. Huck, Faculty Mentor	"Ethical Considerations in Data Analysis" - Symposium		AERA, 1981
S. Huck, Faculty Mentor; and Howard Sandler	"Detecting Rival Hypotheses" Short Course	AERA, April 1980	
O. Welch, Faculty Associate	"The Black Professional Woman: An Examination of Self-Concept Development and Its Effect Upon Leadership Attainment" - Paper	Southeastern Psychological Association	
T. Banta, Project Director and Faculty Mentor	"Using Career Education as a Criterion for Selection of Science Texts"	Conference on Science and Health Textbook Selection, November 1979	
W. Jozwiak, Student Associate; and P. Freeman, Student Associate	"Getting Into the System: Advanced Preparation in Educational Research and Administration" - Poster Session	NEERO, May 1980	
F. Venditti, Faculty Mentor; W. Jozwiak, Student Associate; and J. Teretzky, Assistant Director of Mid-Appalachian Race Desegregation Assistance Center	"Student and Teacher Perceptions of Second Generation Desegregation Problems in Memphis, Tennessee, Public High Schools" - Discussion Session		NEERO
E. Mardis, Faculty Associate	"Assertiveness in Relation to Accomplishing Goals and Objectives" - Paper	American School Food Services Conference in Johnson City, Tennessee	
Y. Ralston, Field Associate	"Interests and Needs of Women who are Currently Members of AAUW" - Paper	Memphis Branch of the American Association of University Women	

Author/s	Title	Presented/Accepted For	Proposed For
F. Venditti, Faculty Mentor	"Pilot Study of Memphis' Student/Teacher/Principal Perceptions of Problems in Desegregated Secondary Schools" Paper		NEEA's 18th Annual Conference on Human Rights
J. Reese-Dukes, Student Associate	"Relationship Between High Positive Self-Concept and Non-Traditional Sex-Role Attitudes Among Male and Female College Students" - Symposium	SEPA	
S. Huck, Faculty Mentor	"The Psychological Reaction of College Students to a Real Course Examination" - Paper		APA
S. Huck, Faculty Mentor	"The NEA's Views on Standardized Tests: What Position Should the Counselor Take? - Paper	Tennessee Personnel and Guidance Association	
S. Huck, Faculty Mentor	"The Statistical Concept of Type I Errors: A Broader Perspective" - Paper	Eastern Educational Research Association	
E. Mardis, Faculty Associate	"Time Management in Organization" - Paper	American School Food Services Conference in Kansas City, Missouri	
S. Lawson, Student Associate; D. Young, Faculty Associate	"Dual Career Couples" - Workshop	Women in the Middle Conference, Western Carolina University, August 1980	
O. Welch, Faculty Associate; J. Calloway; J. Washington; J. Jones	"The Black Woman--The Thrill of Victory and the Agony of Defeat" - Paper	Association of Black Psychologists	
S. Huck, Faculty Mentor	"Accountability in the Assignment of Course Grades--and the Nagging Nemesis of Test Unreliability"	18th Annual Southeastern Invitational Conference on Measurement in Education	
L. Fernandez, Student Associate	"Child Abuse"	Robertsville Junior High School Staff, Oak Ridge, Tennessee	
S. Huck, Faculty Mentor	"Choosing A Reliability Procedure: Guidelines for the Practitioner"	University of South Carolina Conference on Educational Research	

Author/s	Title	Presented/Accepted For	Proposed For
E. Mardis, Faculty Associate	"Classroom Management"	Memphis City Schools North Area Teachers, Grades 3 through 6	
E. Mardis, Faculty Associate	"Classroom Discipline"	East Elementary School Faculty in Memphis, Tennessee	
E. Mardis, Faculty Associate	"Developing Decision-Making Skills--Teachers Family Life Program	Memphis City Schools	
C. M. Achilles, Faculty Mentor	"Federal Funding Considerations"	Cumberland College, Williamsburg, Kentucky	
D. Young, Faculty Associate	"Formulating Objectives for a Non-Sexist, Multi-cultural Curriculum Approach"	Dubuque School System, Dubuque, Iowa	
E. Mardis, Faculty Associate	"Glasser's Approach to Discipline"	TASCD Winter Conference	
E. Mardis, Faculty Associate	"Grant Proposal Writing"	Push-Excel Director's Conference at the University of Chicago	
E. Mardis, Faculty Associate	"Improving School Climate and Discipline	Jackson, Tennessee and 10 Counties in West Tennessee	
W. Jozwiak, Student Associate	"Team Teaching Workshop"	Cumberland College Faculty Development Workshop	
E. Mardis, Faculty Associate	"Parent Involvement in Education - Parent Advisory Council"	Dunn Avenue School	
E. Mardis, Faculty Associate	"Plan Z Desegregation Report Leadership"	Presented in Memphis	
E. Mardis, Faculty Associate	"Race Relations"	Memphis Conference in Olive Branch, Miss.	
S. Lawson, Student Associate	"Stereotyping and Its Effects on Society"	Graduating nurses, Knoxville, TN	

Example of the Report for One Associate

PERSON:
LEVEL: FIELD ASSOCIATE
GRADUATE FACULTY ASSOC PROF DEPT
COLLEGE OF COLC AM WIDE MIL
MEMPHIS TN 38152
HOME: 901-725-2674 WORK: 901-454-2779

QUESTION 1: SKILLS, COMPETENCIES, INTERESTS

1-RESEARCH DESIGN AND METHODS
1-ADMINISTRATION AND SUPERVISION
1-PROGRAM EVALUATION
1-PERSONNEL ADMINISTRATION
1-ISSUES OF WOMEN AND MINORITIES
2-GRANTS AND CONTRACTS
2-EDUCATIONAL OUTREACH TO THE COMMUNITY
2-ADULT LEARNING STYLES/DEVELOPMENT
3-CAREER EDUCATION
3-COMMUNICATION SKILLS

QUESTION 2: RESEARCH NEEDS

1-DATA PROCESSING
1-STATISTICS

QUESTION 3: RESEARCH PROJECTS--CURRENT

IDENTIFY OBSTACLES TO INCREASING NUMBER WOMEN IN COLL ADMIN IN MIDSOUTH
DIFFERENTIATED STAFFING STRUCTURES FOR ENTER ANY TIME LEAVE ANYTIME ADMI
LEARNING STYLES OF GRAD STUDENTS AND IMPLICATIONS FOR COLLEGE ADMINSTRAT

QUESTION 4: FUTURE RESEARCH PROJECTS-INTERESTS

IDENTIFY OBSTACLES TO INCREASING NUMBER WOMEN IN COLL ADMIN IN MIDSOUTH
DIFFERENTIATED STAFFING STRUCTURES FOR ENTER ANY TIME LEAVE ANYTIME ADMI
LEARNING STYLES OF GRAD STUDENTS AND IMPLICATIONS FOR COLLEGE ADMINSTRAT

QUESTION 2: RESEARCH NEEDS
RANK 1 POSSIBLE GROUPINGS

RESEARCH METHODOLOGY

FREEMAN	PAMELA
HARRIS	ELNA
CRAWFORD	DORIS SCOTT
YOUNG	DONNA
GEORGE	THOMAS W
DEVOE	MARIANNE
FAIRES	CHARLES L.
RAY	JOHN R.
MICHAEL	CHARLENE B.
WELCH	OLGA
HUCK	SCHUYLER
REESE-DUKES	JUDSON
FERNANDEZ	LUCILLE POOLE
TANNER	C.K.
LAWSON	SANDY S.
STEPHENS	IDA
MEANS	AARON

DATA PROCESSING

RALSTON	YVONNE
CAMPEN	JENAY
YOUNG	DONNA
GEORGE	THOMAS W
MARTIN	ONEIDA
RAY	JOHN R.
MICHAEL	CHARLENE B.
RONEY	BOB
JOZWIAK	WILMA
FERNANDEZ	LUCILLE POOLE
ACHILLES	CHARLES
LAWSON	SANDY S.

STATISTICS

RALSTON	YVONNE
CRAWFORD	DORIS SCOTT
GEORGE	THOMAS W
HUCK	SCHUYLER
JOZWIAK	WILMA
FERNANDEZ	LUCILLE POOLE
ACHILLES	CHARLES

BUDGETING

RECORD KEEPING

STEPHENS	IDA

TEST CONSTRUCTION

DEVOS	MARIANNE
MARTIN	CYNTHIA
WELCH	OLGA
LAWSON	SANDY S.

TIME MANAGEMENT

LAWSON	SANDY S.

E. GRANT/CONTRACT PROPOSALS AND REPORTS

T. Banta, Faculty Mentor; and W. Jozwiak, Student Associate	"Tennessee Nutrition Education -- Final Report. Knoxville: Bureau of Educational Research and Service," The University of Tennessee, 1980.
T. Banta, Faculty Mentor; and S. Lawson, Student Associate	"Evaluation of the Lenoir City Retirement Power in Education Project -- Final Report. Knoxville: Bureau of Educational Research and Service." The University of Tennessee, 1980.
D. Young, Faculty Associate; C. M. Achilles, Faculty Mentor; and J. Campen, Student Associate	Educational Equity Center -- Proposal
D. Young, Faculty Associate; J. Campen, Student Associate; and C. M. Achilles, Faculty Mentor	"Evaluation of the Kentucky Valley Education Cooperative" -- Submitted to Hazard, Kentucky.
O. Welch, Faculty Associate; and J. Jones	"The Black Professional Woman: A Leadership Training Model for Self-Concept Enhancement and Managerial Skill Development." Two-year grant proposal submitted to Women's Educational Equity Program.
C. Achilles, Faculty Mentor; J. Campen, L. Fernandez, W. Jozwiak, S. Lawson, O. Martin, Student Associates	TSFP Proposal -- funded
C. Achilles, Faculty Mentor	Basic Skills Grant with Knox County Schools -- funded
C. Achilles, Faculty Mentor; H. Crump, Field Associate; C. Faires, Faculty Associate	Basic Skills Grant with Shelby County Schools -- submitted
C. Achilles, Faculty Mentor	Basic Skills Grant with Madison, N.C. -- submitted
C. Achilles, Faculty Mentor	Douglas Cherokee Economic Authority: Basic Skills -- funded; Pregnancy Prevention -- submitted
C. Achilles, Faculty Mentor; J. Campen, Student Associate	Douglas Cherokee Economic Authority: Education Opportunity Center -- funded
C. Achilles, Faculty Mentor	ESAA for Albany, GA -- submitted

C. Achilles, Faculty Mentor; D. Young, Faculty Associate	NIE: Sex Classroom Interactions -- submitted
C. Achilles, Faculty Mentor; B. Wolf, Project Consultant	NIE: Knowledge Use -- submitted
C. Achilles, Faculty Mentor	NIE: Study of Urban School Progress -- submitted; Knowledge Use with State of Illinois -- submitted
C. Achilles, Faculty Mentor	Program Evaluations: Basic Skills - Knoxville County -- funded, Adult Reading - Douglas Cherokee -- funded; Career Education and Job Information -- funded

F. OTHER RESEARCH INVOLVEMENTS

An Analysis of the Effect of Training for Precursor Skills on the Ability of Low Income Students to Acquire Basic Educational Skills in Reading. Elma Mardis, Field Associate.

An Analysis of Attitudes of Participants of Its Great Prospect About PL 94-142. Schuyler Huck, Faculty Mentor; Tom George, Faculty Associate; Lucille Fernandez, Student Associate.

Basic Educational Skills Research Grant Program. Elma Mardis, Field Associate.

Change in Teacher Verbal/Non-Verbal Behavior Over 3 years of Intervention. C. M. Achilles, Faculty Mentor; Doris Crawford, Field Associate; Lucille Fernandez, Student Associate; Oneida Martin, Student Associate.

Comparison of Two Techniques for Teaching Computation to Nursing School. Wilma Jozwiak, Student Associate.

Data Assessment on the Status of Women in Tennessee in College and University Administration, Yvonne Ralston, Field Associate.

Decision Making and Unionization in Tennessee Public Schools. Robert Roney, Faculty Mentor; Pamela Freeman, Student Associate; Oneida Martin, Student Associate.

Descriptive Study of GA, GTA, and GRA Stipends at UTK. Wilma Jozwiak, Student Associate.

Detecting Alternative Explanations for Data-Based Claims. Schuyler W. Huck, Faculty Mentor.

Early Childhood Education Longitudinal Study. Elma Mardis, Field Associate.

Education Planning Theory as Related to Organizational Process. Ken Tanner, Faculty Mentor.

Effects of Class Placement on the Self-Concept and Academic Achievement of Educable Mentally Retarded Students. Judson L. Reese-Dukes, Student Associate.

Effect of Collective Bargaining on Governance in Higher Education. Pamela Freeman, Student Associate; Robert Roney, Faculty Mentor.

Evaluation of Child Life Programs at Children's Hospital. Wilma Jozwiak, Student Associate.

Evaluation of Reidsville Counseling Program. Sandra Lawson, Student Associate; Donna Young, Faculty Associate.

Evaluation of Tennessee State Facilitator Program's Survey Instrument. Jenny Campen, Lucille Fernandez, Wilma Jozwiak, Sandra Lawson, Oneida Martin, Student Associates.

Final Data Analysis of Right to Read, Special Emphasis Project, Shelby County School System, Memphis, Tennessee. Harriet Crump, Field Associate; John Ray, Faculty Mentor; C. M. Achilles, Faculty Mentor; Oneida Martin, Student Associate.

Institutional Changes Needed to Address the Issue of Learning Styles of Students. Yvonne Ralston, Field Associate.

Evaluation of Field Program for Human Services. Mary Ann DeVoe, Field Associate.

Teaching Pro-social Behaviors to Children Using Micro-teaching Techniques. Mary Ann DeVoe, Field Associate.

Tennessee State Nutrition Education Project. Trudy Banta, Project Director and Faculty Associate; Sandra Lawson, Student Associate; Wilma Jozwiak, Student Associate; Pamela Freeman, Student Associate.

Media for Special Education. Charles Faires, Faculty Associate; Tom George, Faculty Associate.

Instrument Development for Student/Teacher/Principal Perceptions of Problems in Desegregated Secondary Schools (PILOT Study in Memphis). Fred Venditti, Faculty Mentor.

Learning Styles of Graduate Students in Part-time Study at COE, Memphis State University. Yvonne Ralston, Field Associate.

L. E. M. Adoption Project - IVC SDE. Harriet Crump, Field Associate.

MEDIA Budget Formula. Charles Faires, Faculty Associate.

Media Survey for Listening Development. Charles Faires, Faculty Associate; John Ray, Faculty Mentor.

Media for Sex Equity Program -- National School Board Association. Charles Faires. Faculty Associate.

Perceptions of Parenting Styles by Adolescents Confined to Juvenile Detention Facilities (Dissertation). Lucille Fernandez, Student Associate.

Personnel Evaluation. Kenneth Tanner, Faculty Mentor.

Planned Comparisons in Educational Research. Schuyler Huck, Faculty Mentor.

Problems/Concerns Related to Second Generation School Desegregation as Perceived by MAARDAC Sponsored Conference Participants. Charlene Michael, Faculty Associate.

Reidsville Data Assessment. Donna Young, Faculty Associate.

Relationship Between High Positive Self-Concept and Non-Traditional Sex-Role Attitudes Among Male and Female College Students. Judson L. Reese-Dukes, Student Associate.

Student Perceptions of Impact of School Desegregation (Leadership Memphis). Elma Mardis, Field Associate.

Teacher Survey on Teaching Listening Skills. Charles Faires, Faculty Mentor; Harriet Crump, Field Associate; Oneida Martin, Student Associate.

The Effects of "Zoning" Staff Procedures and Increased Teacher Affectionate Behavior on Children in a Special Preschool Setting. Wilma Jozwiak, Student Associate.

The Use of Control Groups in Research Design -- And How Many Researchers Unintentionally "Stack the Deck" in Their Favor Without Ever Knowing It. Schuyler Huck, Faculty Mentor.

Use of Differentiated Staffing Patterns for Individualized Instructional Systems. Yvonne Ralston, Field Associate.

Wives who Earn Higher Income Than Their Husbands. (Dissertation) Sandra Lawson, Student Associate.

How Effective Secondary English Teachers Manage Classroom Time, Students, and Materials to Achieve Instructional Goals and Objectives. (Dissertation) Oneida Martin, Student Associate.

A Needs Assessment of West High School, Kansas City, Missouri. Donna Young, Faculty Associate; C. M. Achilles, Faculty Mentor.

A Study of the Perceptions of Students and Teachers in Desegregated Schools in Three Southern States. Fred Venditti, Faculty Mentor; Charlene Michael, Faculty Associate; Wilma Jozwiak, Student Associate; Oneida Martin, Student Associate; Lucille Fernandez, Student Associate.

Attitudes toward Curricular Change and Cognitive Awareness of the Education for all Handicapped Children Act. Tom George, Faculty Associate.

Evaluation of a Counseling Procedure with Learning Disabled Children. Mary Ann DeVoe, Field Associate.

Evaluation of MISIP at Knoxville College, Knoxville, Tennessee. C. M. Achilles, Faculty Mentor; Donna Young, Faculty Associate; Jenny Campen, Student Associate; Wilma Jozwiak, Student Associate; Oneida Martin, Student Associate.

Needs Assessment of the Service Area of Walters State Community College. Pamela Freeman, Student Associate; Jenny Campen, Student Associate.

Reading Improvement Project, Harriet Crump, Post-doctoral Fellow.

Variables Which Best Predict Success of Nursing On State Board Exams. Robert Roney, Faculty Mentor, Sandra Lawson, Student Associate.

Active Listening Proposal. Charles Faires, Faculty Associate; Sandy Lawson, Student Associate.

G. RECOGNITION AND HONORS RECEIVED BY NIE PARTICIPANTS

Student Associates

Campen, Jenny	Initiated into Pi Lambda Theta
Reese-Dukes, Judson	Initiated into Phi Delta Kappa
Fernandez, Lucille	Awarded a Five-week Internship at the Appalachia Educational Laboratory, Charleston, West Virginia
	Initiated into Pi Lambda Theta
Freeman, Pamela	Received UT Chancellor's Citation for "Extraordinary Professional Promise," May 14, 1980
	Initiated into Phi Delta Kappa
	Initiated into Phi Kappa Phi
	Selected Participant in NIE-ARIE Graduate Research Seminar
Lawson, Sandra	Initiated into Pi Lambda Theta
	Initiated into Kappa Delta Pi

Field Associates

Crump, Harriett	Vice Chairwoman to Board of Governors for Newspaper in the Classroom
	Member of Planning Committee for Memphis Area Curriculum and Instruction Conference
DeVoe, Mary Ann	Secretary-Treasurer of AERA's Special Interest Group (Mind-Body)
	Program Chair of AERA's Special Interest Group (Affective Education)
Means, Aaron	Chairman of the East Tennessee Attendance Supervisors Association
	Board Member, East Tennessee Substance Abuse Council
	Board Member, East Tennessee Mental Health Association
	Board Member, Knox Area Youth Advocacy
Stephens, Ida Lou	Reader of Teacher Center Proposals for USOE, Washington, D.C.
	President-Elect of Phi Delta Kappa, UTK, 1980-81
	Coordinator of new EDS Program in Educational Administration and Supervision on UT Martin Campus

Field Associates (continued)

Ralston, Yvonne	Elected President of Tennessee Women in Higher Education Association
	Received Certificate of Recognition for Research with Commission on Research and Evaluation, NCSPOD
	Promoted to Associate Professor of Educational Administration in Fall

Faculty Associates

Faires, Charles	Phi Delta Kappa - Historian 1980-81
	Phi Delta Kappa - Secretary 1979-80
George, Thomas	Invited speaker at American Association for Colleges of Teacher Education (Technical assistance workshop for nondean's grant projects institutions for Eastern United States)
	Invited speaker at 5th Annual Dean's Grant Project's Conference
Michael, Charlene	Outstanding President of Phi Delta Kappa, UTK 1979-80
Young, Donna	A selected participant for Research on Management Workshop (NIE and National Academy of Education, Washington, D.C.)

Faculty Mentors

Achilles, Chuck	Manuscript reviewer for Allyn and Bacon: Crisis and Controversy; Dynamics of Funding
	Nominated for President-Elect of MSERA
	Panelist for Knoxville College's Annual Conference for Black Social Scientists
	Panelist for Tennessee School Boards Annual Meeting
	Invited speaker for AASA
	Paper reviewer for AERA and MSERA
Banta, Trudy	Recipient of 1980 College of Education Faculty Research Award (May)
Huck, Schuyler	Reviewed several book manuscripts for Harper and Row -- some dealing with statistics, some with research methodology
	Reviewed Test Items for The American Association of State Psychology Boards' Examination

Faculty Mentors (continued)

Ray, John	Publications Committee H. Packard (General Systems User Group)
Roney, Robert	Selected Outstanding Teacher in Educational Administration and Supervision Department, College of Education, 1979-80
Venditti, Fred	Agreed to be proposal reviewer of papers presented for consideration for 1981 AERA meeting in Los Angeles

ATTACHMENT 9

CAMARADERIE/SUPPORT SURVEY

STUDENT ASSOCIATES' RESPONSES TO THE SURVEY

CAMARADERIE/SUPPORT SURVEY

1. What leadership skills do you presently possess/lack that would assist in your forming camaraderie and giving support?

	Lack				Possess
a. open and direct communication	1	2	3	4	5
b. role clarification	1	2	3	4	5
c. task definition	1	2	3	4	5
d. active listening	1	2	3	4	5
e. conflict management	1	2	3	4	5
f. decision-making	1	2	3	4	5
g. problem-solving	1	2	3	4	5
(1)identify a relevent concern/issue	1	2	3	4	5
(2)define the problem	1	2	3	4	5
(3)consider alternatives	1	2	3	4	5
(4)test and evaluate the alternatives	1	2	3	4	5

2. How has the communication system (formal & informal) established as part of the Project increased camaraderie & support?

   Decreased camaraderie & support?

   What suggestions do you have for improving communication among associates?

3. What activities (individual or group) have been done that were supportive of you?

   Not supportive of you?

4. What have you done to support others?

   What have you done that was not supportive of others?

5. Which activities have you found to be effective in giving you a feeling of camaraderie/support? Check one response for each item.

	Very Effective	Effective	Ineffective	Not Effective
Group meetings				
Individual meetings/conversation .				
Social activities (i.e., Parties).				
Workshops				
Trips.				
Other (please describe).				

6. What do you see as your strengths in interacting with others?

   Your weaknesses?

7. Was time allotted for you to share workshop and internship experiences, project ideas, concerns, etc.? If yes, briefly describe. If no, would you have liked to have shared these experiences/concerns & how could the sharing session(s) have best been conducted?

8. How were you supported in your academic activities other than those associated specifically with the NIE project?

9. What suggestions do you have for improving camaraderie/support among associates?

STUDENT ASSOCIATES' RESPONSES TO THE "CAMARADERIE/SUPPORT SURVEY"

Student Associates indicated they possessed leadership skills that would assist them in providing camaraderie and giving support. Eleven leadership skills were ranked on a continuum of 1 (lack) to 5 (possess) with a total average of 4.2. "Task definition" was rated highest (4.5) and role clarification lowest (3.6).

In response to "How has the communication (formal and informal), established as part of the Project, increased camaraderie and support?" Student Associates said: "Informal telephone calls have provided one-to-one relationship development. Group dynamics exercises helped us overcome hesitancy to communicate openly. It has forced face-to-face communication among members. It has allowed people to get to know each other's strengths and weaknesses. Student Associates initiated memos, letters, etc., to other members and essentially maintained communication among themselves and other team members."

Student Associates said the "communication system established as part of the Project decreased camaraderie and support" in the following ways: "By not maintaining a central location for communicating with Associates. Group meetings have at times been stilted by unwillingness of some people to communicate openly."

Suggestions for "improving communication among Associates" were: "provide more group dynamics activities earlier in the year, more on-campus group activities, provide a John Hoover workshop (on leadership and communication skills) early in the Fall with new Associates, provide a central location for mail and messages, have a sharing session to let Associates know all projects in which all Associates are involved."

Student Associates indicated that "activities that have been done that were supportive of you" were: "being provided with a writing consultant, conducting research with others, willingness of others to listen, the John Hoover workshop, research and writing activities with others, individual conversations, social activities and travel, internships and paper presentations." One respondent indicated that the "unwillingness of some persons to fulfill their commitments to help on projects" was "not supportive."

In response to the question "What have you done to support others?" Student Associates said: "Tried to initiate written drafts and to work with others if needed, volunteered to share responsibilities, shared, listened and encouraged others, tried to provide supportive work for others when possible, supported others' points of view when I agreed."

"What have you done that was not supportive of others?" elicited the responses of "failed to keep close social contact, not maintained contact with others, haven't always been patient with others' idiosyncracies."

Activities that Associates found to be "effective in giving you a feeling of camaraderie/support" were as follow: one Associate indicated that group meetings were "very effective" and three said group meetings were "effective"; all said individual meetings/conversations were "very effective"; two Associates indicated social activities were "very effective" and two indicated social activities were "effective"; three Associates said workshops were "very effective" and one said workshops were "effective"; trips were reported to be "very effective" by all; and in response to "other" one Associate said that "persons attending presentations I've made showed support for me."

Student Associates said their individual "strengths in interacting with others" were "listening, openness in communication, capability of getting tasks accomplished, having empathy and concern for others, and problem-solving and clarification skills."

Student Associates' "weaknesses in interacting with others" were: "being too verbal, tending to dominate, being too passive, having lack of patience with other persons whose values are very different from mine, discussing."

Two Associates said "yes" to the question "Was time allotted for you to share workshop and internship experiences, project ideas, concerns, etc.?" Two Associates responded "no" to this question and indicated that sharing of these experiences could have been beneficial. One Associate added that these sessions could have been done on a sack-lunch basis.

In response to the question "How were you supported in your academic activities other than those associated specifically with the NIE Project?" Student Associates said: "Being supported during prelims, "encouragement," "Faculty Mentor Sky Huck helped with understanding of statistical work on NET project," "with writing and data analysis skills." Suggestions for improving camaraderie/support among Associates were "to provide group dynamics exercises, maintain contact with each other via informal telephone calls, have a John Hoover workshop early in the Fall, provide social activities early in the year, use role playing and clarification activities, provide information and activities dealing with women and minorities (gender interactions and realities in the work force)."

Student Associates indicated personal growth exercises were beneficial in initiating, maintaining and improving communication and in increasing camaraderie and support. Interactions with others, especially on a one-to-one basis,gave Student Associates a feeling of support. Student Associates said that a lack of communication was the major factor in their feeling nonsupport. The "most effective" activities in giving the group a feeling of camaraderie and support were: individual meetings/ conversations, trips, and workshops.

ATTACHMENT 10

SYNOPSIS OF EXTERNAL EVALUATOR'S CONTRIBUTIONS TO NIE ASSOCIATES PROJECT

W. C. WOLF, JR.

SYNOPSIS OF EXTERNAL EVALUATOR'S CONTRIBUTIONS TO NIE ASSOCIATES PROJECT

W. C. WOLF, JR.
PROFESSOR OF EDUCATION
UNIVERSITY OF MASSACHUSETTS
AMHERST, MA 01003

Dr. W.C. Wolf, external evaluation consultant with the NIE Project, was instrumental in assisting Student Associates organize ideas and develop procedures necessary in procuring evaluation data pertinent to Project goals. The following report submitted by Dr. Wolf to NIE Student Associates outlines in detail the evaluation procedures suggested by Dr. Wolf.

The plan of the NIE project was to have the Associates assume primary responsibility for all evaluation work. My role was to meet with the Associates, offer advice, monitor outcomes of the project, and be available for help. I have provided these services.

My first contact with project staff occurred in May, 1979. At that time, an orientation was provided and a schedule of work was suggested. Various planning documents were also offered for my analysis.

Next, I met with the staff and the persons selected as Associates late in June, 1979. The meeting was used to conceptualize a year-long evaluation undertaking and to assign responsibility for expediting the plans. My input focused upon establishing baseline information, obtaining formative data, and obtaining summative data. Details of the input are summarized below.

A. Establish Baseline Information:

1. Record the kinds of research skills and know-how each Fellow commands upon entry into the program.
2. Ascertain the range of training options provided by participating faculty which are available to the Fellows.
3. Ascertain expectations held by participating faculty for the Fellows' performance while in the program.

4. Ascertain the kinds of research needs which are apparent within local education agencies participating in the program.

5. Ascertain expectations held by local education agency officials for the Fellow's program performance.

6. Develop a "diary-type" instrument which serves two purposes: first, it will enable each Fellow to maintain a log of program experiences; and second, it will facilitate pooling data across all Fellows' journals when preparing program progress reports.

B. Obtain Formative Data:

1. At quarterly intervals obtain data recorded by each Fellow in their logs, pool these data, and report analyses completed.

2. Periodically interview and/or survey selected participating faculty and local education agency officials to determine how well Fellows are fulfilling expectations initially held by these people.

3. Periodically accumulate and report information pertaining to Fellows' service to local education agencies.

4. Periodically observe advising and training sessions to note patterns of behavior within each.

5. Periodically accumulate and report information pertaining to Fellows' academic productivity (i.e. papers submitted for presentation at meetings, papers submitted for publication, proposals prepared for submission to funding agencies, etc.).

C. Obtain Summative Data:

1. Report the following:

a. Changes in the kinds of research skills and know-how each Fellow commands.

b. The extent to which participating faculty expectations for

Fellow performance were fulfilled.

c. The extent to which participating local education agency official expectations for Fellow performance were fulfilled.

2. Report over-all relationships between program opportunities made available and effects of these opportunities upon Fellows' behavior.

3. Report effects of the program upon Fellows' career opportunities.

Subsequent interim project reports, which were shared with me, revealed many of the suggestions offered were incorporated within the evaluation plan.

Another meeting was held with the Associates in late October, 1979. A large group meeting, small group meetings, and individual meetings were conducted to ascertain how well the project was on course. I determined that faculty responsible for the program, the Associates, and university administrators, were pleased with progress being made. The only modification in the program suggested at this time pertained to faculty-Associate interaction. That is, more interaction with certain faculty seemed desirable.

Subsequently, I interacted with individual Associates in Amherst, MA (December, 1979), Boston, MA (April, 1980), and Lenox, MA (May, 1980). In each instance, the Associates were taking part in the process of research.

Since the project's final report is currently being prepared, I am unable to comment upon it at this time. However, I am prepared to say the project has provided each Associate with wealth of opportunities to become an integral part of the world of research.

ATTACHMENT 11

INDIVIDUAL DEVELOPMENT CONTINUUM

NIE TEAM MEMBERS' RESPONSES ON THE INDIVIDUAL DEVELOPMENT CONTINUUM

Individual Development Continuum

Please CIRCLE your perception of your current knowledge level and/or abilities/skills in each of the areas listed below:

	None	Very Low	Low	Moderately Low	Moderately High	High	Very High
1. Personal time management	1	2	3	4	5	6	7
2. Grant writing	1	2	3	4	5	6	7
3. Statistics	1	2	3	4	5	6	7
4. Measurement techniques (construction of tests, questionnaires, etc.)	1	2	3	4	5	6	7
5. Automated data processing	1	2	3	4	5	6	7
6. Research design	1	2	3	4	5	6	7
7. Program evaluation	1	2	3	4	5	6	7
8. Technical writing (reports, articles for publication)	1	2	3	4	5	6	7
9. Paper presentations (generating interest, providing illustrations, etc.)	1	2	3	4	5	6	7
10. Workshop presentations (stimulating audience participation)	1	2	3	4	5	6	7
11. Administrative/supervisory roles	1	2	3	4	5	6	7
12. Communication skills (oral)	1	2	3	4	5	6	7
13. Communication skills (nontechnical writing)	1	2	3	4	5	6	7
14. Active listening skills	1	2	3	4	5	6	7
15. Human relations skills in teamwork	1	2	3	4	5	6	7
16. Network contacts	1	2	3	4	5	6	7
17. Leadership skills	1	2	3	4	5	6	7
18. Consulting (establishing rapport, assessing situation, making recommendations)	1	2	3	4	5	6	7
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems)	1	2	3	4	5	6	7
20. Effective teamwork production	1	2	3	4	5	6	7
21. Concerns of women/minorities	1	2	3	4	5	6	7
22. Budget and record keeping	1	2	3	4	5	6	7

NIE Team Members' Responses on the "Individual Development Continuum" - Spring 1980

Perceptions of Student Associates

	1 None	2 Very Low	3 Low	4 Moderately Low	5 Moderately High	6 High	7 Very High
1. Personal time management						6.0	
2. Grant Writing.				4.0			
3. Statistics.					4.5		
4. Measurement techniques (construction of tests, questionnaires, etc.)					5.3		
5. Automated data processing.				4.2			
6. Research design.					5.0		
7. Program evaluation					4.3		
8. Technical writing (reports, articles for publication).					4.7		
9. Paper presentation (generating interest, providing illustrations, etc.)					4.8		
10. Workshop presentations (stimulating audience participation).					4.8		
11. Administrative/supervisory roles.					5.0		
12. Communication skills (oral)						6.0	
13. Communication skills (nontechnical writing)					5.3		
14. Active listening skills.					5.3		
15. Human relations skills in teamwork.						6.0	
16. Network contacts.					5.2		
17. Leadership skills					5.0		
18. Consulting (establishing rapport, assessing situation, making recommendations)					4.8		
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems).						6.2	
20. Effective teamwork production.					5.0		
21. Concerns of women/ minorities						5.5	
22. Budget and record keeping				4.5			
TOTAL				5.1			

Perceptions of Faculty Associates

	None 1	Very Low 2	Low 3	Moderately Low 4	Moderately High 5	High 6	Very High 7
1. Personal time management						6.0	
2. Grant writing					5.5		
3. Statistics				4.5			
4. Measurement techniques (construction of tests questionnaires, etc.)					5.0		
5. Automated data processing			3.5				
6. Research design				4.5			
7. Program evaluation					5.3		
8. Technical writing (reports, articles for publication)					5.0		
9. Paper presentation (generating interest, providing illustrations, etc.)						6.0	
10. Workshop presentations (stimulating audience participation)						5.8	
11. Administrative/supervisory roles						6.0	
12. Communication skills (oral)							6.3
13. Communication skills (nontechnical writing)						5.8	
14. Active listening skills							6.3
15. Human relations skills in teamwork							7.0
16. Network contacts					5.5		
17. Leadership skills							6.5
18. Consulting (establishing rapport, assessing situation, making recommendations)						6.3	
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems)						6	
20. Effective teamwork production						6	
21. Concerns of women/ minorities							6.5
22. Budget and record keeping					5.8		
TOTAL					5.1		

Perceptions of Faculty Mentors

	None	Very Low	Low	Moderately Low	Moderately High	High	Very High
	1	2	3	4	5	6	7
1. Personal time management						5.6	
2. Grant writing					5.2		
3. Statistics						5.6	
4. Measurement techniques (construction of tests, questionnaires, etc.)						5.8	
5. Automated data processing					5.0		
6. Research design						5.4	
7. Program evaluation							6.0
8. Technical writing (reports, articles for publication)							6.4
9. Paper presentation (generating interest, providing illustrations, etc.)							6.4
10. Workshop presentations (stimulating audience participation)						5.8	
11. Administrative/supervisory roles							6.4
12. Communication skills (oral)							5.8
13. Communication skills (nontechnical writing)							6.4
14. Active listening skills				4.8			
15. Human relations skills in teamwork						5.2	
16. Network contacts							6.0
17. Leadership skills							6.0
18. Consulting (establishing rapport, assessing situation, making recommendations)							6.0
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems)						5.4	
20. Effective teamwork production							6.0
21. Concerns of women/minorities				4.8			
22. Budget and record keeping						5.4	
Total							5.7

Perceptions of Field Associates

	None	Very Low	Low	Moderately Low	Moderately High	High	Very High
	1	2	3	4	5	6	7
1. Personal time management						6.0	
2. Grant writing					5.2		
3. Statistics			3.4				
4. Measurement techniques (construction of tests, questionnaires, etc.)				4.3			
5. Automated data processing			3.0				
6. Research design				3.8			
7. Program evaluation					5.4		
8. Technical writing (reports, articles for publication)				4.8			
9. Paper presentation (generating interest, providing illustrations, etc)					5.5		
10. Workshop presentations (stimulating audience participation)						6.2	
11. Administrative/supervisory roles							6.5
12. Communication skills (oral)						6.3	
13. Communication skills (nontechnical writing)						5.8	
14. Active listening skills					5.5		
15. Human relations skills in teamwork						6.0	
16. Network contacts					5.5		
17. Leadership skills						6.2	
18. Consulting (establishing rapport, assessing situation, making recommendations)						6.3	
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems)					5.5		
20. Effective teamwork production						6.2	
21. Concerns of women/ minorities						5.8	
22. Budget and record keeping						5.8	
Total					5.4		

NIE Team Members' Responses on the "Individual Development Continuum" - Fall 1979

Perceptions of Student Associates

	None 1	Very Low 2	Low 3	Moderately Low 4	Moderately High 5	High 6	Very High 7
1. Personal time management				4.6			
2. Grant writing		2.8					
3. Statistics			3.5				
4. Measurement techniques (construction of tests, questionaires, etc.)			3.8				
5. Automated data processing		1.8					
6. Research design.			3.5				
7. Program evaluation			3.5				
8. Technical writing (reports, articles for publication).			3.3				
9. Paper presentation (generating interest, providing illustrations, etc.)			3.3				
10. Workshop presentations (stimulating audience participation).			3.8				
11. Administrative/supervisory roles				4			
12. Communication skills (oral).					5		
13. Communication skills (nontechnical writing).					5.2		
14. Active listening skills.					5		
15. Human relations skills in teamwork						5.8	
16. Network contacts			3.5				
17. Leadership skills.					5		
18. Consulting (establishing rapport, assessing situation, making recommendations)			3.8				
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems).					5.2		
20. Effective teamwork production.						5.7	
21. Concerns of women/ minorities.					5		
22. Budget and record keeping.			3.8				

The total perception average by the student associates for all items on the IDC was 4.1.

Perceptions of Faculty Associates

	None 1	Very Low 2	Low 3	Moderately Low 4	Moderately High 5	High 6	Very High 7
1. Personal time management					5.4		
2. Grant writing				4.4			
3. Statistics				4.1			
4. Measurement techniques (construction of tests, questionnaires, etc.)				4.2			
5. Automated data processing			3.2				
6. Research design				4.1			
7. Program evaluation				4.4			
8. Technical writing (reports, articles for publication)				4.6			
9. Paper presentation (generating interest, providing illustrations, etc.)				4.8			
10. Workshop presentations (stimulating audience participation)					5.2		
11. Administrative/supervisory roles						5.8	
12. Communication skills (oral)						6	
13. Communication skills (nontechnical writing)					5.6		
14. Active listening skills					5.6		
15. Human relations skills in teamwork					5.4		
16. Network contacts					5.3		
17. Leadership skills					5.6		
18. Consulting (establishing rapport, assessing situation, making recommendations)						5.8	
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems)					5.6		
20. Effective teamwork production							6.3
21. Concerns of women/minorities						6.2	
22. Budget and record keeping				4.8			

The total perception average by the faculty associates for all items on the IDC was 5.1.

Perceptions of Faculty Mentors

	None 1	Very Low 2	Low 3	Moder-ately Low 4	Moderately High 5	High 6	Very High 7
1. Personal time management					5.6		
2. Grant writing					5.5		
3. Statistics				4.3			
4. Measurement techniques (construction of tests, questionnaires, etc.)				4.4			
5. Automated data processing				4.3			
6. Research design				4.8			
7. Program evaluation					5.7		
8. Technical writing (reports, articles for publication)						6	
9. Paper presentation (generating interest, providing illustrations, etc.)				4.8			
10. Workshop presentations (stimulating audience participation)					5		
11. Administrative/supervisory roles						6.2	
12. Communication skills (oral)					5.8		
13. Communication skills (nontechnical writing)						6.2	
14. Active listening skills				4.5			
15. Human relations skills in teamwork				4.8			
16. Network contacts					5.2		
17. Leadership skills						6	
18. Consulting (establishing rapport, assessing situation, making recommendations)					5.8		
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems)					5.5		
20. Effective teamwork production						6	
21. Concerns of women/minorities					5.3		
22. Budget and record keeping					5.3		

The total perception average by the faculty mentors for all items on the IDC was 5.34.

Perceptions of Field Associates

	None	Very Low	Low	Moderately Low	Moderately High	High	Very High
	1	2	3	4	5	6	7
1. Personal time management						6	
2. Grant writing				4.8			
3. Statistics			3.8				
4. Measurement techniques (construction of tests, questionnaires, etc.)				4			
5. Automated data processing			2.5				
6. Research design				4.3			
7. Program evaluation					5.5		
8. Technical writing (reports, articles for publication)				4.8			
9. Paper presentation (generating interest, providing illustrations, etc.)					5.8		
10. Workshop presentations (stimulating audience participation)						6.5	
11. Administrative/supervisory roles						6.3	
12. Communication skills (oral)						6.3	
13. Communication skills (nontechnical writing)					5.5		
14. Active listening skills						6	
15. Human relations skills in teamwork						6.3	
16. Network contacts					5		
17. Leadership skills					5.8		
18. Consulting (establishing rapport, assessing situation, making recommendations)						6	
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems)					5.5		
20. Effective teamwork production						6	
21. Concerns of women/ minorities						5.8	
22. Budget and record keeping					5.5		

The total perception average by the field associates for all items on the IDC was 5.36.

ATTACHMENT 12

SHORT-TERM AND LONG-TERM GOALS OF STUDENT ASSOCIATES

EXAMPLES OF LOGS KEPT BY STUDENT ASSOCIATES

Fall Quarter, 1979

Short-term goals

To gain skills in computer-assisted data analysis;

To increase statistical knowledge;

To increase network contacts;

To complete educational requirements for the doctoral degree;

To gain exposure/experience in various administrative settings;

To gain experience in teamwork;

To develop skills in effective communication, interpersonal relations, program evaluation, and grant writing;

To present papers and conduct workshops at conferences and other educational settings.

Long-term goals

To develop skills in administration, management, teaching, evaluation, research, and grant and technical writing;

To write articles for publication and presentation;

To obtain an administrative position;

To participate in further research directed toward minority groups;

To establish an education research network.

Spring Quarter, 1980

Short-term goals

Complete dissertation.

Gain experience in grant writing.

Gain more knowledge in organizational finances & budgeting procedures.

Gain experience in giving presentations & speeches.

Obtain financial assistance through August, 1982.

To prepare a research proposal for dissertation research, including, research design, methods, behavioral observation categories, etc.

To become more knowledgeable about grant budget considerations.

To gain experience in teaching college-level courses

To gain experience in descriptive statistics and institutional research

Secure financial assistance for 1980-81 in order to complete doctoral program in one more year

Complete coursework in doctoral program

Complete preliminary examination (written and oral)

Complete research prospectus and present it to doctoral committee

Submit paper for publication with Bob Roney to Educational Administration Quarterly

Assist with writing NIE application for grant renewal

Assist with Walter State's Community College needs assessment

Present symposium with other Student Associates at NEERO (if funds available)

Present seminar on time management with other persons who participated in ASCD workshop in February

Present paper at AERA in Boston with Bob Roney

Participate in graduate research seminar (NIE/AERA) in Boston

Discuss possibility of submitting paper for presentation at MSERA with NIE participants (perhaps Ida Lou Stephens) - proposal due August 1, 1980

Complete Dissertation

Submit Articles

Submit research papers to MSERA & AERA

University Employment

Professional Wife

Long-term goals

Increase managerial/administrative skills

Present workshops on educational equity and raises

Increase awareness of holistic health

Become proficient in active listening skills

Obtain an administrative position

Gain additional knowledge & skill in the use of inferential statistics

Read relevent materials

Gain experience in descriptive statistics and institutional research

Increase time spent each week in reading a variety of materials: novels, newspapers/periodicals, textbooks, professional journals, etc.

Make progress toward becoming a more creative thinker

Improve listening skills

Continue to improve management of time

Become more involved in public service activities
University Employment
Publication Writing
Research on Instructional Processes
President of College or University
Mother

Example 1

Activities: Fall Quarter, 1979

---Increased knowledge and network contacts by:

attending conferences such as Educational Funding Research Council (EFRC), Mid-South Education Research Association (MSERA), Southern Regional Council on Educational Administration (SRCEA), Women in Higher Education Conference, The Tennessee Women's Career Convention;

Example 2

Activities: Spring Quarter, 1980

Team-taught Child & Family Studies 3110 (Program Planning)

Team-taught Child & Family Studies 4610 (Child in the Community)

Completed Courses in Educational Psychology and Guidance (3650; 6110 & 1120)

Constructed test for courses taught in Child & Family Studies and conducted item analysis.

Worked in consultation with persons with particular expertise in research design for experimentation, quasi-experimentations, & Causal-comparative investigation as well as evaluation, in the development of research designs (Consultants: Dr. Bill Wolf, Dr. Schuyler Huck, Dr. John Ray & Dr. Bob Roney)

Worked in conjunction with Dr. Venditti, Dr. Huck, Lu Fernandez, Oneida Martin, & Dr. Michael in the development of a survey instrument for an innovative research investigation of second generation desegregation problems.

Worked in conjunction with Dr. Bill Wolf, Dr. Huck, & Dr. Means in the development of a research design using existing records to evaluate the effectiveness of a substance abuse counseling program for first offenders in Knoxville City Schools.

Worked with other NIE Student Associates in the development of instruments for formative and summative evaluation of the NIE Training Grant.

Worked with Dr. Banta and others in the adoptation and development of an instrument to be used in the evaluation of a nutrition education program for Tennessee public schools.

Worked with persons in the Department of Child & Family Studies on development of observational categories of positive and negative affect.

Acted as an observer for a study of affectionate behavior supported by an NIMH grant through the Department of Child & Family Studies.

Helped field-test an instrument for the Statewide Facilitator Project.

Wrote 3 proposals for submission to NEERO; two solo and one in cooperation with Pam Freeman: All were accepted.

Attended EFRC, met people from all parts of U.S.

Attended MSERA, met people from mid south, some other areas.

Have had opportunity to meet and in some cases to work with people on campus whom I might otherwise not have had an opportunity to meet.

Example of Logs (continued)

Participated with Dr. Achilles in developing evaluation portion of grant to study dissemination of information.

Worked with NIE Student Associates, Field Associates, Dr. Achilles and others in Grant-Writing workshop, in which we prepared draft of continuation grant for State-wide Facilitator Project.

Was accepted as an intern in the office of a system-level administrator (Dr. Joe Johnson) of the University of Tennessee. Internship will be completed this summer.

Attended meetings (Associates)

Attended Southeastern Psy. Assn. Annual Meeting (SEPA)

Attended American Educational Research Assn. Annual Meeting (AERA)

Attended Exploratory Data Analysis Workshop

Example 3

Activities: Spring Quarter, 1980

Finished analysis of data and writing of paper for presentation at AERA in Boston with Bob Roney and Oneida Martin. Received technical assistance in writing the paper from Don Cox. Presented the paper at AERA with Bob Roney. Paper title: "Perceived Participation in Decision Making, Satisfaction, and Militancy of Teachers, Principals, and Central Office Staff in Tennessee Public School Districts"

Was invited participant in AERA/NIE-sponsored graduate research seminar, April 5-7.

Completed 10 credit hours of coursework: Home Economics 6120, Statistics 5070, Educational Administration & Supervision 6000 and 6040.

Continued working with Jenny Campen and Ken McCullough on Walter State's Community College needs assessment.

Participated in sack-lunch colloquia.

Wrote and presented paper at NEERO with Wilma Jozwiak. Title: "Experimental Program for Opportunities in Advanced Study and Research Emphasizing Increased Participation of Women and Minorities"

Wrote draft of paper to submit to Educational Administration Quarterly with Bob Roney.

Assisted with writing of NIE grant continuation "scope of work" with Trudy Banta, Judson Reese-Dukes, and Wilma Jozwiak.

Completed draft of research prospectus for dissertation. Visited unionized university to interview administrators as one way to focus research questions (to be completed by end of May).

Assisted with key-punching for personnel survey.

Attended evaluation workshop in Minneapolis

Taught one-day seminar for government employees on employment interviewing and selection, including Equal Employment Opportunity guidelines.

ATTACHMENT 13

RESEARCH-RELATED COURSE WORK

RESEARCH-RELATED COURSE WORK

Course	*SA1	SA2	SA3	SA4	SA5	SA6	SA7
Educational Administration and Supervision							
5810: Survey Research Methods			X			X	
6000: Doctoral Research and Dissertation		X	X	X			
Educational Psychology and Guidance							
5870: Special Topics - Research Design					X		
6110: Application of Research Design in Educational Psychology and Guidance					X		
6120: Application of Experimental Research Design in Educational Psychology and Guidance	X				X		
6610: Seminar in Dissertation Writing	X					X	
6000: Doctoral Research and Dissertation	X					X	
Curriculum and Instruction							
6000: Doctoral Research and Dissertation							X
Child and Family Studies							
5530: Research Methods in Child and Family Studies				X			
Zoology							
5350: Biometry					X		
Statistics							
5050: Statistical Analysis for the Behavioral Sciences		X				X	
5060: Statistical Analysis for the Behavioral Sciences		X				X	
5070: Statistical Analysis for the Behavioral Sciences		X		X			
Mini-Courses							
Research Design		X	X	X	X	X	X
Grant Writing		X	X	X	X	X	X
Detecting Rival Hypothesis				X	X	X	
Exploratory Data Analysis	X						
Computer Science							
4310: Statistical Data Processing	X						
4340: Interactive Statistical Data Processing	X						

*SA = Student Associate

ATTACHMENT 14

NIE PROJECT EVALUATION FORM

NIE PROJECT EVALUATION FORM

1. Please consider those NIE Project participants with whom you had an opportunity to work this year. Then rate each of those individuals on two dimensions:

   (1) contribution to Project goals (experience in research, paper, and proposal writing, internships, etc.) and

   (2) contribution to <u>your</u> individual development of research competence during the 1979-80 Project year.

   You should rate <u>all</u> members of your own work team, but only those of the remaining participants with whom you actually worked or had some association (as at a conference).

   Please use the following scale, placing 4, 3, 2, or 1 in Column 1 or Column 2 to indicate your rating of each individual:

4	3	2	1
(Outstanding)	(Good)	(Fair)	(Poor)

Names	Column 1 Contribution to Project Goals	Column 2 Contribution to Your Development of Research Competence
Trudy Banta		
Charles Achilles		
Schuyler Huck		
John Ray		
Robert Roney		
Kenneth Tanner		
Fred Venditti		
Jenny Campen		
Lu Fernandez		
Pam Freeman		
Sandy Lawson		
Wilma Jozwiak		
Oneida Martin		
Judson Reese-Dukes		
Charlie Faires		
Tom George		
Elma Mardis		
Charlene Michael		
Mickey Welch		
Donna Young		
Yvonne Ralston		
Doris Crawford		
Marianne DeVoe		
Aaron Means		
Ida Lou Stephens		
Harriet Crump		